



PRESIDENTS
THE WOMAN'S COLLEGE OF GEORGIA
75 Years

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DR. J. HARRIS CHAPPELL
1891-1902



DR. MARVIN M. PARKS
1902-1928



DR. J. L. BEESON
1928-1934



DR. GUY H. WELLS
1934-1953



DR. HENRY KING STANFORD
1953-1956



DR. ROBERT E. LEE
1956-

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PREFACE

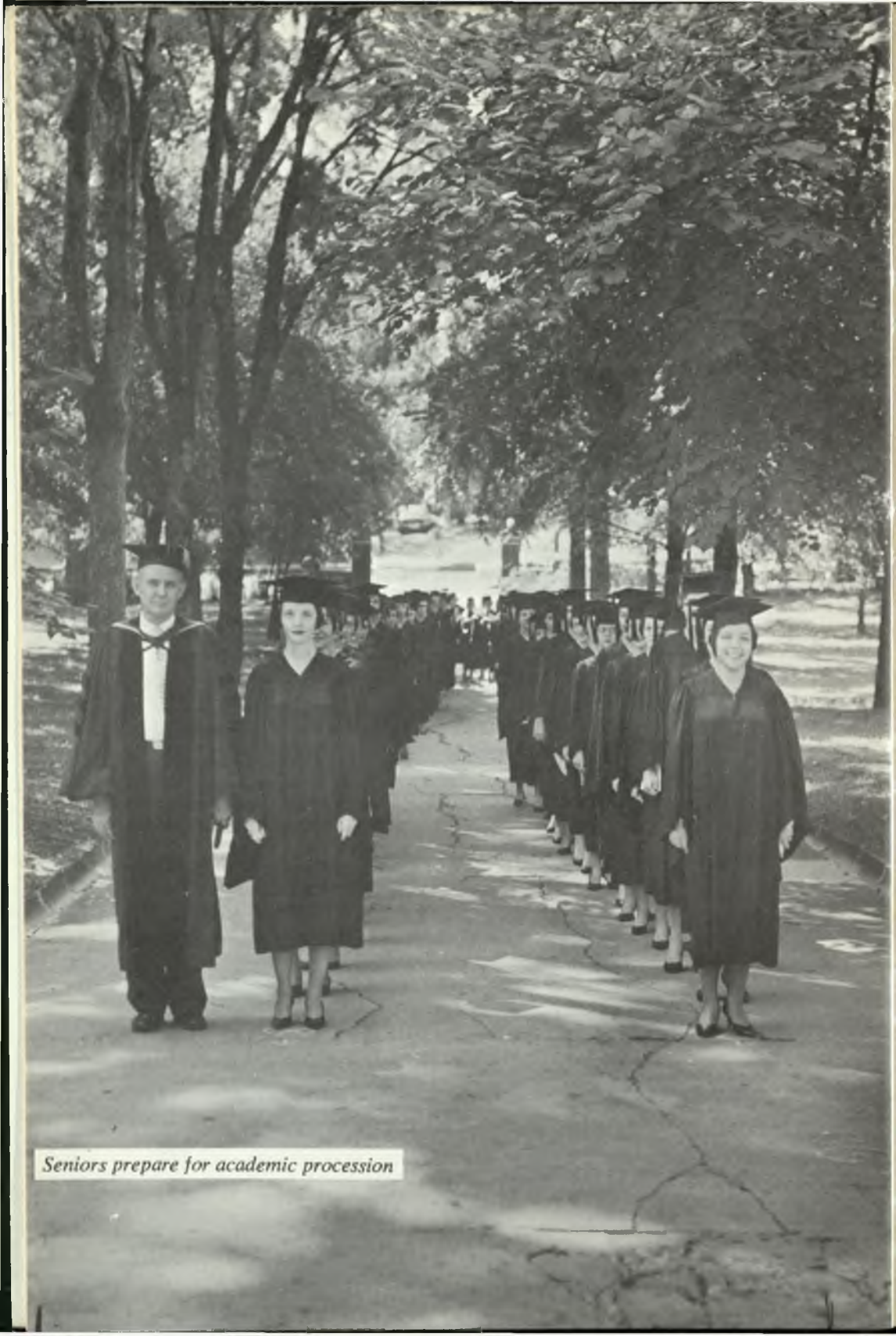
This catalogue is primarily for the prospective student, her parents, and her high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective student and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretive of the invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of The Woman's College of Georgia.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

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Seniors prepare for academic procession

1965-1966

Fall Quarter

August	30	Last day to file application for fall quarter
September	19	Arrival of new students
	20-22	Orientation of new students
	21	Arrival of upperclassmen
	22	Registration—gymnasium—by assignment
	23	Classes convene
	24	Formal convocation, 10:30 a.m.
	28	Last day to make course changes
October	28	Mid-quarter reports
November	24	Thanksgiving holidays begin, 1:00 p.m.
	28	Thanksgiving holidays end
December	1	Students submit plans for winter quarter courses to registrar's office by this date
	10	Last day to file application for winter quarter
	13-14-15	Fall quarter examinations
	15	Christmas holidays begin, 5:00 p.m.

Winter Quarter

January	2	Christmas holidays end
	3	Registration—gymnasium—by assignment
	4	Classes convene
	6	Last day to make course changes
	8	Classes meet on this date
February	4	Mid-quarter reports
	21	Students submit plans for spring quarter courses to registrar's office by this date
	28	Last day to file application for spring quarter
March	14-15-16	Winter quarter examinations
	16	Spring holidays begin, 5:00 p.m.

Spring Quarter

March	20	Spring holidays end
	21	Registration—gymnasium—by assignment
	22	Classes convene
	25	Last day to make course changes
April	25	Mid-quarter reports
May 31-June	1-2	Spring quarter examinations
	4	Graduation
	4	Dormitories close

Summer Quarter

First Term—June 13-July 22
(last day to file application, May 24)

Second Term—July 25-August 17
(last day to file application, July 5)

Full Quarter—June 13-August 17
(last day to file application, May 24)

Graduation—August 18

1966-1967

Fall Quarter

August	30	Last day to file application for fall quarter
September	18	Arrival of new students
	19-21	Orientation of new students
	20	Arrival of upperclassmen
	21	Registration—gymnasium—by assignment
	22	Classes convene
	23	Formal convocation, 10:30 a.m.
	27	Last day to make course changes
November	1	Mid-quarter reports
	23	Thanksgiving holidays begin, 1:00 p.m.
	27	Thanksgiving holidays end
December	1	Students submit plans for winter quarter courses to registrar's office by this date
	14-15-16	Fall quarter examinations

- 15 Last day to file application for winter quarter
- 16 Christmas holidays begin, 5:00 p.m.

Winter Quarter

- | | | |
|----------|----------|---|
| January | 2 | Christmas holidays end |
| | 3 | Registration—gymnasium—by assignment |
| | 4 | Classes convene |
| | 7 | Last day to make course changes |
| | 7 | Classes meet on this date |
| February | 3 | Mid-quarter reports |
| | 28 | Last day to file application for spring quarter |
| March | 1 | Students submit plans for spring quarter courses to registrar's office by this date |
| | 13-14-15 | Winter quarter examinations |
| | 15 | Spring holidays begin, 5:00 p.m. |

Spring Quarter

- | | | |
|----------------|----|--------------------------------------|
| March | 19 | Spring holidays end |
| | 20 | Registration—gymnasium—by assignment |
| | 21 | Classes convene |
| | 24 | Last day to make course changes |
| April | 24 | Mid-quarter reports |
| May 30-31-June | 1 | Spring quarter examinations |
| | 3 | Graduation |
| | 3 | Dormitories close |

Summer Quarter

First Term—June 12-July 21
(last day to file application, May 23)

Second Term—July 24-August 16
(last day to file application, July 3)

Full Quarter—June 12-August 16
(last day to file application, May 23)

Graduation—August 17

DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

General college policy	<i>President</i>
Academic policies and courses of study	<i>Dean of the College</i>
Graduate program	<i>Director</i>
Housing, personal problems and permissions	<i>Dean of Students</i>
Records, transcripts and catalogues	<i>Registrar</i>
Applications for admission	<i>Director of Admissions</i>
Expenses, refunds and other business matters	<i>Comptroller</i>
Public relations	<i>Director</i>
Scholarships and loans	<i>Director</i>
Student employment	<i>Director</i>
Alumnae affairs	<i>Director</i>
Home study program	<i>Secretary</i>

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MILLEDGEVILLE, GEORGIA

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Comptroller

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*On leave, fall quarter, 1965.

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B.S. (The Woman's College of Georgia), M.A. (George Peabody College for Teachers)

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B.S. (Columbia University), M.A. (George Peabody College for Teachers)

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B.S. (The Woman's College of Georgia), M.A. (George Peabody College for Teachers)

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A.B. (Oglethorpe University), M.A. (Emory University)

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B.S. (University of Alabama), M.A., Ed.D. (George Peabody College for Teachers)

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A.B., M.A. (Oberlin College), Ph.D. (George Peabody College for Teachers)

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B.S. (The Woman's College of Georgia), M.S. (University of Georgia)

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ROGER PEARCE LAWSON, *Assistant Professor of Music*

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A.B.Ed., M.Ed. (University of Georgia)

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A.B. (University of South Carolina), A.B. in L.S. (Emory University)

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A.B. (Stetson University), M.A., Ed.D. (George Peabody College for Teachers)

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A.B. (Emory University), M.F.A. (University of Georgia)

DONALD HUTCHINS MACMAHON, *Professor of English*

A.B. (University of Michigan), M.A. (Harvard University), Ph.D. (Cornell University)

NANCY H. McIVER, *Instructor in Health and Physical Education*

B.S. (Winthrop College), M.S. (University of North Carolina)

JAMES R. MALOON, *Assistant Professor of Speech*

B.S., M.S. (Purdue University)

SALVATORE C. MANGIAFICO, *Professor of Modern Foreign Languages*

B.S., M.A. (Columbia University)

*On leave, 1965-66.

**Part-time.

MARY THOMAS MAXWELL, *Professor of English*

A.B. (Wesleyan College), M.A. (Columbia University)

RUTH MAYNARD, *Associate Professor of Home Economics*

B.S., M.S. (University of Georgia)

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ELIZABETH LOUISE MORRIS, *Instructor in Education in Laboratory School*

B.S. (The Woman's College of Georgia)

J. EDGAR MORRIS, *Assistant Professor of Physics*

A.B., M.A. (University of North Carolina)

LOUISE HATCHER NELSON, *Associate Professor of Mathematics*

A.B. (The Woman's College of Georgia), M.A. (University of Georgia)

SARA LOUISE NELSON, *Professor of Mathematics*

B.S. (The Woman's College of Georgia), M.S., Ph.D. (Cornell University)

JEAN OSBORNE, *Assistant Professor of Physical Education*

B.A. (Appalachian State Teachers College), M.Ed. (University of North Carolina at Greensboro)

JOSEPH PARHAM, *Assistant Professor of Modern Foreign Languages*

A.B., M.Ed. (Emory University)

BEBE ETHEL PARKER, *Instructor in Education in Laboratory School*

B.S. (The Woman's College of Georgia), M.Ed. (Mercer University)

CHARLES ALLEN PARKER, *Associate Professor of Education and Director of Peabody Laboratory School*

B.S. (Georgia Southern College), M.Ed. (Auburn University), Ed.D. (Columbia University)

GLORIA A. PAYNE, *Instructor in Physical Education*

B.S. (Florida State University), M.Ed. (The Woman's College of Georgia)

CECILIA LAWTON PEABODY, *Instructor in Education in Laboratory School*

A.B. (Tift College)

DOROTHY E. PITMAN, *Professor of Sociology*

A.B. (Mary Hardin-Baylor College), M.A., Ph.D. (University of North Carolina)

BETTY L. POINDEXTER, *Associate Professor of Health and Physical Education*

B.S., M.A., Ph.D. (Texas Woman's University)

MAGDALENA PORTUONDO,* *Instructor in Modern Foreign Languages*

Doctorate in Natural Sciences (University of Havana)

*Part-time.

CHARLES EDWARD PRICE, *Instructor in Biology*

B.S. (Louisiana College), M.A. (Sacramento State College)

MARLIN C. SANDERS, *Professor of Education*

A.B. (University of Georgia), M.S. (University of Tennessee), Ed.D. (Florida State University)

VIRGINIA SATTERFIELD, *Professor of Library Science and Librarian*

B.S. (George Peabody College for Teachers), B.S. in L.S., M.S. in L.S. (Columbia University)

DENISE SCHWEITZER, *Instructor in Modern Foreign Languages*

Bac. (Lycée Cours Martinet)

BARBARA SIMONS, *Instructor in Library Science*

A.B. (The Woman's College of Georgia), M.Ln. (Emory University)

CAROLE S. SIRMANS, *Instructor in Education in Laboratory School*

B.F.A. (University of Georgia)

ANN S. SMITH, *Associate Professor of Home Economics*

B.S. (The Woman's College of Georgia), M.S. (University of Georgia)

RUTH SNEED, *Professor of Home Economics*

A.B. (Huntingdon College), M.S. (University of Tennessee), Ed.D. (Columbia University)

JOSEPH F. SPECHT, *Professor of Business Administration*

B.S., M.S. (North Texas State University), Ed.D. (New York University)

MARY BARBARA TATE, *Assistant Professor of English*

A.B., M.Ed. (The Woman's College of Georgia)

JESSIE TRAWICK, *Associate Professor of Chemistry*

B.S. (The Woman's College of Georgia), M.S. (Emory University)

LUCY UNDERWOOD, *Assistant Professor of Music*

B.M.E. (Alabama College), M.M. (University of Michigan)

JOSEPH FRANCIS VINCENT, *Professor of Physics and Chemistry*

B.S. (Auburn University), M.A., Ph.D. (Ohio State University)

ROSA LEE WALSTON, *Professor of English*

A.B. (Huntingdon College), M.A. in Education (Birmingham-Southern College), M.A. in English (Columbia University), Ph.D. (Duke University)

QUILLIAN WHITE,* *Assistant Professor of Music*

A.B. (Randolph-Macon Woman's College), M.A. (University of North Carolina)

*On leave, 1965-66.

ROBERT W. WILDMAN,* *Associate Professor of Psychology*
B.S., Ph.D. (Western Reserve University)

ROBERT FREDERICK WOLFERSTEIG, *Professor of Music*
B.M. (Cincinnati Conservatory of Music), M.M. (Westminster Choir College),
Mus.D. (Indiana University)

NENA GAMBLE WORD, *Instructor in Education in Laboratory School*
B.S.H.E. (University of Georgia), M.Ed. (The Woman's College of Georgia)

EMERITI

GUY H. WELLS, *President Emeritus*
A.B. (Mercer University), M.A. (Columbia University), LL.D. (Mercer University)

ETHEL A. ADAMS, *Associate Professor Emeritus of English and Dean Emeritus of Students*
B.S. (Piedmont College), M.A. (Columbia University)

BARBARA PAGE BEISWANGER, *Associate Professor Emeritus of Physical Education*
B.S. (University of Oregon), M.A. (Ohio Wesleyan University), Ph.D. (New York University)

EURI BELLE BOLTON, *Professor Emeritus of Psychology*
B.S., M.A., Ph.D. (George Peabody College for Teachers)

MARY BACON BROOKS, *Associate Professor Emeritus of Education*
B.S. (The Woman's College of Georgia), M.A. (University of North Carolina)

DAGNALL FRANK FOLGER, *Professor Emeritus of Education*
B.S. (Clemson University), M.A. (Vanderbilt University), Ph.D. (Yale University)

ALBERTA GOFF, *Associate Professor Emeritus of Music*
B.S. (University of Cincinnati), M.A. (George Peabody College for Teachers)

CLARA WHORLEY HASSLOCK, *Associate Professor Emeritus of Home Economics*
A.B. (George Peabody College for Teachers), M.A., M.S. in Education (Columbia University), Ph.D. (George Peabody College for Teachers)

NELLE WOMMACK HINES,** *Assistant Professor Emeritus of Music and Director Emeritus of Public Relations*
Diploma (The Woman's College of Georgia)

MAGGIE JENKINS, *Associate Professor Emeritus of Music*
B.S. (The Woman's College of Georgia), M.A. (Columbia University)

*Part-time.

**Died, November 21, 1963.

AMANDA JOHNSON, *Professor Emeritus of History*

A.B., M.A. (University of Minnesota), Ph.D. (University of Chicago)

ARTIE BELLE LOWE, *Assistant Professor Emeritus of Biology and Health*

B.S. (The Woman's College of Georgia), M.S. (University of Georgia)

CECILIA BASON MCKNIGHT, *Associate Professor Emeritus of Education*

A.B. (St. Andrew's Presbyterian College), M.A., Ph.D. (Columbia University)

GERTRUDE BRADLEY MANCHESTER, *Professor Emeritus of Physical Education*

A.B. (University of Oregon), M.A. (University of Wisconsin), Ph.D. (New York University)

HERBERT N. MASSEY, *Associate Professor Emeritus of Sociology*

A.B. (Mercer University), M.A. (University of Chicago)

JOHN WILLIAM MORGAN,* *Professor Emeritus of Sociology and Social Studies*

A.B. (Mercer University), M.A. (University of Georgia), Ph.D. (Columbia University)

CLARA E. MORRIS, *Assistant Professor Emeritus of Home Economics*

B.S. (The Woman's College of Georgia), M.A. (George Peabody College for Teachers)

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Diploma (Pratt Institute), B.S. (The Woman's College of Georgia), M.A. (Columbia University)

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*Died, May 30, 1965.

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Claudia R. Burrus, B.S.	<i>Associate Director</i>

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Louise Morris, B.S.	<i>Primary Supervisor</i>
Bebe Ethel Parker, M.Ed.	<i>Primary Supervisor</i>
Elsie Hazel Calhoun, M.A.	<i>Fourth Grade Supervisor</i>
Margaret Bass Cresap, B.S.	<i>Fifth Grade Supervisor</i>
Sybil S. Harper, B.S.	<i>Sixth Grade Supervisor</i>
Nena Gamble Word, M.Ed.	<i>Seventh Grade Supervisor</i>
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Jessie May Freeman	<i>Nurse</i>
Ethel McCoy	<i>Nurse</i>
Mary Wright	<i>Nurse</i>

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SCHOLARSHIPS AND LOANS

J. Edward Hall, A.B., LL.B. *Director*

HOME STUDY AND STUDENT EMPLOYMENT

Katherine Weaver, A.B. *Secretary*

SECRETARIES

Ruth R. Smith. *President*

Frances H. Butler. *Dean of the College*

Bertha Holt. *Dean of Students*

Sue P. Sims. *Registrar*

Betty H. Scott. *Comptroller*

Marjorie D. Hudson. *Director of Public Relations*

Florence S. Abbott. *Director of Admissions*

Patricia B. Toulson. *Director of Admissions*

Mattie B. Hargrove. *Alumnae Executive Secretary*

Nelly H. Gilbert. *Education*

Carolyn H. Rotter, A.B. *Home Economics Education*

Mary Frances Thomas, A.B. *Modern Foreign Languages*

COMPTROLLER'S OFFICE

Herbert A. Meyer, A.B. *Comptroller*

Robert V. Rice, B.B.A. *Assistant to Comptroller*

Ethlyn B. Sibilsky. *Cashier*

Juanita W. Worsham. *Bookkeeper*

FOOD SERVICE

Laura Joe Mays, B.S. *Director of Food Services*

Gloria Evans Fincher. *Dietitian*

Jane D. Walton, B.S. *Dietitian*

STUDENT UNION

Harriet O. Kidd. *Manager*

LAUNDRY

Holmes S. Peeler. *Manager*

MAINTENANCE DEPARTMENT

William H. Curry, B.S.M.E. *Superintendent Buildings and
Grounds*

Robert E. Thrower. *Inventory Supervisor*

ALUMNAE ASSOCIATION

- Sara Bethel, B.S. '39 Director of Alumnae Affairs
President: Olive Boline (Mrs. James W.) Wills, '49, Washington
First Vice President: Betty Clark (Mrs. James E.) Baugh, '50,
Milledgeville
Second Vice President: Lucy May Bragg (Mrs. S. F.) Burke, '29,
Thomaston
Secretary: Florence Brannen (Mrs. J. Beaty) Griffith, '16,
Milledgeville
Treasurer: Madelyn Williams (Mrs. E. B.) Jackson, '24,
Milledgeville
Executive Board Members-at-Large: Inez Lord (Mrs. George S.)
Carpenter, '17, Milledgeville
Lucy Nell Cunningham (Mrs. J. H.) Smith, '45, Tennille

DIRECTORS

- First District: Kitty Marie Smith (Mrs. Thomas) Kellam, '52,
Dublin
Second District: Virginia Anne Holder (Mrs. W. C.) Baxley, '38,
Blakely
Third District: Juanita Sumner (Mrs. Louie) Brightwell, '38,
Americus
Fourth District: Dovie Chandler (Mrs. E. L.) Wingard, '41,
Decatur
Fifth District: Celeste Sigman (Mrs. James H.) Dupree, '38,
Atlanta
Sixth District: Elizabeth Dent (Mrs. Wallace) Rhodes, '61,
Thomaston
Seventh District: MayBelle Hitchcock (Mrs. C. B.) McGarity, '10,
Dallas
Eighth District: Bonnie Burge (Mrs. Roy J., Jr.) Johnson, '38,
Fitzgerald
Ninth District: Mary Russell (Mrs. S. Gordon) Green, '13,
Winder
Tenth District: Dianne McGill (Mrs. Thomas R., Jr.) Burnside,
'61, Augusta

GENERAL INFORMATION

HISTORY

Milledgeville, the home of The Woman's College of Georgia, is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over seventeen thousand, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D. C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travellers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of The Woman's College of Georgia. The Executive Mansion, completed in 1838, is the official residence of the president of the College. The buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University,

established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. Its present name, The Woman's College of Georgia, dates from 1961. With these changes has come a broader academic and professional program.

A graduate program was initiated in the summer of 1958, and the first Master of Education degree was granted in 1959.

Since January, 1932, The Woman's College of Georgia has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents.

Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, and Dr. Henry King Stanford. Since 1956, Dr. Robert E. Lee has served as president.

GENERAL OBJECTIVES

The Woman's College of Georgia attempts to fulfill its obligations to its students through emphasis on three major divisions of human learning and activity: general culture, effective citizenship, and vocational competence. Education must at least introduce the student to the vast store of knowledge that represents man's gleanings from the ages. Whatever the student's field of interest, she must know enough of scientific method to respect

the objective approach. She must also have a sufficient contact with the great in art, music, and literature to insure a better understanding of human nature in general and of her own emotional nature in particular. Liberal education seeks to enrich living through appreciation based on sound knowledge.

Today's increasingly complex society makes imperative a knowledge of and sensitivity to the problems of human relationship. Citizens who understand social problems and take responsibility for their solution are essential to the survival of civilization. The immediate application of education to society lies in the manner in which the citizen performs the work that is her means of livelihood. The college graduate has the educational background to enable her to learn to do the work of her choice. Specific training for a variety of vocations is given at The Woman's College of Georgia. In general, the student can prepare for almost any work ordinarily done by women.

An educated person touches life and culture at many points, all of which converge in character. The College, having thoughtfully considered its function in the educational system of Georgia, has adopted, in addition to the vocational program, a course of study designed to provide a liberal cultural background in the first two years. Each subject required has been weighed in terms of what it will contribute to the realization of objectives that the College regards as cardinal.

BUILDINGS, GROUNDS AND SERVICES

The main campus is located in the heart of Milledgeville and occupies approximately twenty-three acres. Two blocks distant another division, Nesbit Woods, covers twenty additional acres; and within a few miles of Milledgeville, a one hundred-acre park, Lake Laurel, supplements the recreational facilities of the College.

The main plant includes more than twenty buildings, most of them red brick with stately, white Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, five are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, and fishing. A clubhouse is available for parties, picnics, student-organization "retreats," and overnight student and alumnae campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Numerous well-equipped laboratories have been designed for the specialized fields. The building has a large air-conditioned science library

reading room equipped for convenience and comfort. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." Also in the building are lecture rooms and offices for the Department of Social Studies and the Department of Philosophy and Religion. The building is named for Dr. Marvin M. Parks, a former president of the College.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of 1,327 and is equipped with an excellent stage, a public address system, and a concert organ. Of special interest is the carillon, made possible by a \$50,000 gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete frame structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. Among the finest buildings in The University System of Georgia, it contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration, and the Department of Mathematics.

The Education Building, situated behind the Library and facing Montgomery Street, is headquarters for the Department of Education and the Department of Psychology. In addition to classrooms and offices, there are in this building the placement office, the curriculum laboratory, and an audio-visual machines room.

The Peabody Laboratory School, located across the street from Parks Memorial Hospital, consists of a classroom building and an auditorium. The school affords opportunities for all types of laboratory experiences for students in teacher education.

The Nursery School is adjacent to the Peabody Laboratory School. The modern brick building provides physical and educa-

tional accommodations for twenty-four young children of three and four years of age. It is used primarily to provide laboratory experiences for students in home economics and early elementary education.

The Health and Physical Education Building houses the Department of Health and Physical Education. The accommodations include a large gymnasium, a smaller one, a standard size swimming pool, a dance studio, a lounge room, showers, dressing rooms, classrooms, staff offices, and the office of the Recreation Association.

The Anthony Porter Fine Arts Hall, home of the Department of Art and the Department of Music, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual-aids studio, a band room, music library, piano practice rooms, an art gallery, a ceramic laboratory, and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Institute of Languages Building is a unit between Lanier Hall and the Education Building. It contains an up-to-date language laboratory with the most modern audio-visual devices by means of which the student is able to gain proficiency in the oral form of the modern foreign languages taught here.

Parks Memorial Infirmary was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an alumnae-sponsored project. It has a capacity of fifty beds and modern equipment for first aid and for clinical diagnosis and treatment of ordinary diseases.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1838 to 1865, is now the home of the president of the College. As such it is a unit of the college plant.

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. The building now houses on the ground floor the college dining hall, which seats approximately one thousand persons. The first floor of the building contains the post office and the college duplicating services. The post office dispatches and receives mail for students and the college community. Lock boxes are provided for students and faculty at a nominal quarterly rent.

Dormitory Accommodations—There are six dormitories on the campus. Rooms are modern, convenient, and comfortable. Most of them are arranged in two-room suites with connecting baths.

All residence halls contain parlors and recreation rooms for the entertainment of guests.

Terrell Hall includes the building now known as Terrell and Terrell Annex, arranged in two-room suites with a connecting bath for each suite. Freshmen live in the Terrell group. The original building was named for the late Governor Joseph M. Terrell.

Bell Hall is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of The Woman's College of Georgia and until his death a member of the Board of Regents of the University System.

Ennis Hall, across Hancock Street from the main campus, accommodates one hundred students. The rooms in this hall are arranged in suites with a connecting bath for each suite. The name honors the late Honorable Howard Ennis of Milledgeville.

Beeson Hall, on Montgomery Street between the Education Building and the Hospital, has in it several faculty apartments and accommodations for seventy-five students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall fronts on Greene Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

New Dormitory, a modern residence hall occupied in the fall of 1964, fronts on Greene Street and is situated on the edge of Nesbit Woods. Accommodations are available for one hundred and twenty students. Rooms are designed for occupancy by two students.

The Greene Street Home Management Residence, located in Nesbit Woods, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

Parkhurst Hall, located in Nesbit Woods, is a faculty apartment house consisting of twelve family-sized apartments, five efficiency apartments, and two single rooms.

The Student Union is an annex to Atkinson Hall and serves as the informal social center for the campus. It is an air-conditioned unit, containing a snack bar with a seating arrangement of booths and colorful tables and chairs. A small area is provided

for informal dancing and student gatherings. The Student Union is open every night during the week.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses the laundry and storage areas. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr., and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller. Adjacent are the college shops and a warehouse. In this same unit is Miller Court, consisting of several faculty apartments.

Mary Gilbert Park is an attractive recreation unit adjacent to the Peabody Laboratory School. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreational facilities was made possible through the interest and generosity of the late Judge S. Price Gilbert.

BANKING SERVICE

As a service for students and at no cost, the College operates a student bank in the office of the comptroller in Parks Hall. Regulation banking procedure is followed in that students deposit and withdraw funds exactly as they would in dealing with a standard bank.

THE LIBRARY

Ina Dillard Russell Library is the center of the instructional activities of the College. Named for the wife of the late Chief Justice, it stands on the northwest corner of the campus proper. The resources of the Library include over 90,000 books, numerous documents and other pamphlets, and a substantial collection of recordings, slides, and pictures. The subscription list to periodicals includes several hundred magazines and newspapers. About 2,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include a Georgia library of more than 4,000 items by and about Georgians and more than 400 books and manuscripts by Georgia women authors. There are also a collection of travel books purchased through the Alberta Telfair Gould Memorial Fund and a growing collection of modern books autographed by authors who have appeared on the lecture program of the College.

The Beeson Reading Room is furnished informally to encourage faculty and students to use the Library for recreational and general reading. Fiction is shelved in this room. Displays and special collections of books are frequently exhibited here. Adjoining the Beeson Reading Room is the Music Room where audio-

visual equipment and collections are found. Faculty and students have access at all times to the record player and recordings, the projector and slides, and microfilm readers. Many prints and pictures are also included in this collection.

Students have free access to the book stacks, and most of the books are circulated for an unlimited loan period. Instruction in the use of the Library is available to individual students or class groups, and it is the aim of the librarians and the student assistants to give as much individual help as the reader desires. A printed handbook, *The Library*, showing resources and services is distributed to readers.

The Library is open weekdays and every evening except Saturday for the use of faculty and students of the College, including those of the Laboratory School.

Plans already approaching completion call for the eventual construction of an entirely new building to house the ever-growing book collection of the College and to bring the book and the student together under conditions approaching the ideal. Phase one of the plan, to be completed early in 1967, will consist of a large, thoroughly modern annex to the present structure, providing browsing rooms and friendly lounging areas in addition to carrels for those students engaged in independent study.

PERSONNEL AND GUIDANCE SERVICES

The philosophy and objectives of the College emphasize the importance of every aspect of college life in providing a broad and meaningful educational experience. Within the overall program the personnel and guidance services function to help the student grow in self-understanding, achieve satisfactory adjustments, and make choices from the offerings of the academic program, activities, and other experiences so as to derive the greatest benefit from a college career.

ORIENTATION

At the beginning of the fall term new students spend several days in activities that will better prepare them for life on the campus. During this time both freshmen and transfer students have an opportunity to begin their acquaintance with each other and with the College.

Many of the activities are planned and carried out by leaders in the three major student organizations—the College Government Association, the Young Women's Christian Association, and the Recreation Association. Junior Advisors, elected by Student

Council, and "Y" Sisters, sponsored by the YWCA, also play an important part in the program of adjustment.

ACADEMIC COUNSELING

Freshman—The College recognizes the abrupt break between home and high school life on the one hand and the demands of dormitory life and college work on the other and tries to provide as favorable a transition as possible. A group of faculty members serve as *faculty advisers*. Each freshman and transfer student is assigned to one of the advisers for assistance as needed. The advisers help students register and counsel with them periodically concerning their adjustment and progress.

Sophomore—Counseling relations and activities are continued in the student's sophomore year; and, in addition, further attempt is made to assist students in choosing courses for future study and in selecting vocations. This aid is based upon records of progress in general achievement, student grades on college work, and other information gathered during the first two years.

Junior-Senior—Before the student reaches the junior class she is expected to choose the field of her major interest. The head of the department in which she decides to major then becomes her professional adviser and approves her program of studies. At the beginning of both the junior and senior years the student makes out a program of studies for the year which must be approved by the head of the major department and by the dean of the college. Any modification of this program during the year must have the approval of the head of the major department and of the dean.

HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health services and health education. The health services are centered in Parks Memorial Infirmary. In charge of the infirmary and its staff of nurses and of the health services is a competent physician.

The primary aim of the medical service is the maintenance of good health among the members of the college community. Preventive medicine is the foremost consideration. However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the college physician.

In case of serious illness or accident, parents are notified by telegram or telephone message. In case of minor disorders a letter is sent to parents following diagnosis.

As a part of the health service arrangements are made each year to provide immunization for polio and influenza.

PHYSICAL EXAMINATION

Before final admission, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form is provided by the registrar. On it are recorded the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Infirmary, The Woman's College of Georgia, Milledgeville, Georgia*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning physical education courses, and in approving sports activities.

Upperclass students are required to have a supplementary physical examination each year. The brief report form used is also mailed directly by the physician to the above address.

No student may register until the medical health form has been received.

PLACEMENT OFFICE

As a service to students and graduates, the College maintains a placement office to aid them in finding the kinds of positions which they desire and for which they are best qualified. The placement office, through its registry of desirable openings and its contact with potential employers, is able to help students and graduates in securing teacher appointments and business and professional positions.

THE PROMOTION OF GRADUATE STUDY

The screening, selection, and counseling of qualified seniors for advanced work in other graduate and professional schools is a responsibility of the Committee on Faculty Research and the Promotion of Graduate Study. This committee annually has promoted the candidacy of outstanding students and alumnae for scholarships and assistantships which enable them to pursue a master's or a doctor's degree without great financial burden to themselves. In general, those who rank in the upper five per cent in academic standing are recommended for scholarships and

assistantships. These stipends range in value from \$1,200 to \$2,500 each.

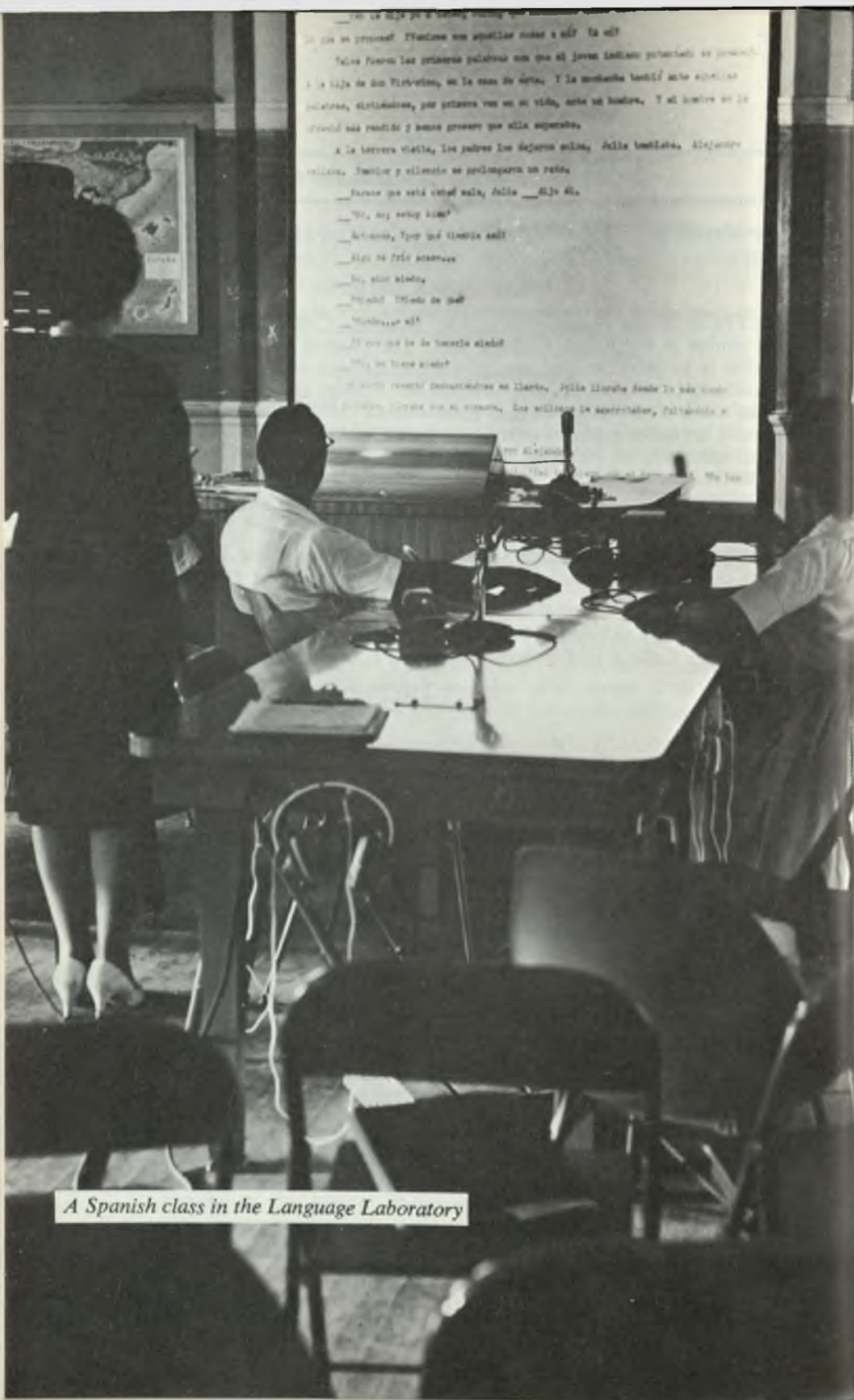
ALUMNAE ASSOCIATION

The Alumnae Association of The Woman's College of Georgia is almost as old as the College itself. The purpose of the Association is to promote the interests of the College and to establish mutually beneficial relations between the College and its alumnae. The work of the organization is conducted through an executive board, an executive secretary, congressional district vice-presidents, and chairmen of standing committees. Annual Alumnae Day is observed on the last Saturday of April.

HOME STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains a Home Study Office at The Woman's College of Georgia.

For further information write to *Home Study Secretary, The Woman's College of Georgia, Milledgeville, Georgia.*



A Spanish class in the Language Laboratory

ADMISSIONS AND EXPENSES

ADMISSIONS

Admission to The Woman's College of Georgia is determined by the Admissions Committee. The Committee reviews an application as soon as the applicant has submitted enough items of information to provide a sound basis for action. The decision of the Committee is reported to the applicant by the director of admissions very shortly after it is made.

Those aspiring to enter the freshman class should apply as early as possible in the senior year of high school. Those who wish to transfer from another college should apply as soon as interest develops in The Woman's College. In all cases, applications must be on file in the Admissions Office at least twenty days before the opening of the quarter in which the applicant wishes to enter.

The applicant initiates her application by submitting a preliminary application form which may be secured from the director of admissions. After this form is received with the required deposit, all other necessary forms and instructions are forwarded to the applicant in routine fashion.

Required of all applicants are scores on the Scholastic Aptitude Test of the College Entrance Examination Board, information obtained in a personal interview, a photograph, and a statement of the condition of the applicant's health. Specific requirements for freshman and transfer applicants are discussed below.

REQUIREMENTS FOR FRESHMAN APPLICANTS

A freshman applicant must be able to submit evidence of graduation from an accredited high school. A complete transcript of high school work and an evaluation by the school counselor or principal are required. The high school program must include the following units:

English	4
Mathematics (including 1 unit in Algebra)	2
Social Studies	2
Science	1

Academic units from the above subject matter areas or foreign language	3
Other optional units	4

No entrance credit is given in any foreign language for fewer than two units.

EARLY ADMISSION OF FRESHMEN

The Woman's College recognizes outstanding achievement in high school by admitting some applicants who have completed the eleventh grade with at least fifteen units, but who have not graduated from high school. Special interviews, Scholastic Aptitude Test scores, and recommendations from school authorities help the Committee decide upon admission in this category.

ADVANCED PLACEMENT OF FRESHMEN

The College will grant advanced placement and credit to those who participate in the Advanced Placement Program of the College Entrance Examination Board and earn scores of at least 3 on the examination.

REQUIREMENTS FOR TRANSFER STUDENTS

1. Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and evaluation by high school officials. Such records may be required by the director of admissions, but normally the applicant's college transcript and statement from her dean will take the place of high school credentials.

2. A person will be considered a transfer applicant who has been enrolled successfully for as long as one quarter or one semester at another college accredited by the appropriate regional accrediting agency. Those with less than a full quarter or semester's credits will comply with both freshman and transfer requirements for admission.

3. A transfer applicant may not enter The Woman's College of Georgia unless she is eligible to return immediately to the last college attended and unless she is in good social standing at that college.

4. The amount of credit that The Woman's College of Georgia will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that

could have been earned at The Woman's College during that time. A maximum of ninety academic quarter hours from a junior college, or 135 academic quarter hours from a senior college, may be applied toward a degree. No transfer credit will be granted for courses having D grades.

5. A maximum of thirty quarter hours may be taken through extension and home study courses. This thirty quarter hours total includes any home study courses offered by the staff of The Woman's College.

SPECIAL STUDENTS

With the approval of the dean of the college and the chairman of the department concerned, certain applicants who wish to take courses for personal enrichment or advancement may be admitted as special students. Such students must be over twenty-one years of age and ordinarily may not reside on the campus. Students admitted on this basis are not admitted as degree candidates. Before any work taken as a special student may count toward a degree all requirements for admission must be met.

PART-TIME STUDENTS

Local applicants who wish to take less than a normal load of work but at the same time follow a planned program toward a degree will be admitted as part-time students and will be subject to all requirements pertaining to regular students.

READMISSION

Readmission is not automatic for those formerly enrolled at The Woman's College. A student wishing to return must give the director of admissions sufficient notice to allow action by the Admissions Committee. Application is made by submitting a form which may be obtained from the director of admissions.

GRADUATE STUDENTS

The graduate program has requirements in addition to those stated above. (See page 90).

TRANSIENT STUDENTS

Transient student status means that a student is admitted to The Woman's College only for a specified period of time, normally a summer quarter, with the understanding that she is to return to her own college at the opening of the next quarter. An applicant for transient status submits a statement from her dean that she is in good standing and has permission to take specific courses at

The Woman's College of Georgia for which credit will be given when satisfactorily completed. Transcripts of college work completed elsewhere are not usually required of such applicants, since they are not admitted to full standing at The Woman's College.

MARRIED STUDENTS

Married students are not housed in the residence halls. Assistance in locating accommodations off-campus may be requested from the office of the dean of students. Students already enrolled who are planning to be married and to continue in college after marriage are expected to consult with the dean of students concerning their plans as they relate to the College.

EXPENSES

As a unit of the University System of Georgia, The Woman's College is a state-supported college. As such it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

DEPOSITS REQUIRED

Application Deposit—A deposit of \$25.00 is required of all students applying for admission to the College. New students will pay this deposit with the application for admission.

Preregistration Deposit—A deposit of \$25.00 is required each spring of all students who plan to continue their studies at The Woman's College the following September.

Room Reservation Deposit—A room reservation deposit of \$35.00 is required of all students expecting to live in college residence halls. New students will send this deposit to the comptroller with a Request for Room Form. This request form will be sent to the applicant when all papers have been received and she has been approved for admission. Students already in college residence halls will pay this deposit to the comptroller in April prior to assignment of rooms, along with the application for readmission.

All deposits received will be credited to the student's account.

Refund of Deposits—A refund of these deposits will be made only when:

1. The application for withdrawal is received prior to June 1 for students enrolled for September; or
2. The application for withdrawal is made thirty days prior to the opening dates of the winter and spring quarters, or
3. The application for admission is not approved.

GENERAL FEES

Matriculation Fee—Paid by all regularly enrolled students.

Health Service Fee—Paid by all regularly enrolled students. The fee provides for medical care by the college physician and nurses, except in cases of severe or prolonged illness. When another physician is called in consultation or a special nurse is required or hospitalization is necessary, the expense becomes the obligation of the student and her family. A combination blanket accident and hospital insurance plan is available to students of the College at extra cost. The plan is provided by a reputable insurance underwriter, and the cost is reasonable. The College does not in any manner profit from fees or commissions in the plan, but will furnish information when requested.

Student Activities Fee—Paid by all regularly enrolled students. This fee is used to finance such student activities as the student newspaper, the annual, the College Government Association, the YWCA, the lecture and concert series, and other college activities.

SPECIAL FEES

Graduation Fee—A Graduation Fee of \$10.00 is charged at the beginning of the final quarter of the year in which a senior plans to graduate.

Laboratory Fee—Certain college departments charge a laboratory fee in courses requiring extra materials of instruction. These fees are indicated in the course descriptions.

Late Payment Fee—Students who fail to arrange for payment of fees and living expenses at the time provided in the college calendar will be charged a late fee of \$3.00 for the first day and \$1.00 for each additional day to a maximum of \$5.00.

Special Students Fee—Students permitted to register for fewer than twelve quarter hours, with or without credit, will pay a matriculation fee of \$5.00 per quarter hour. Students who are not residents of Georgia who are permitted to register for fewer than twelve quarter hours will pay an additional fee of \$8.00 per quarter hour. Special students may not share in the general services of the College without payment of the Health Service and the Student Activities Fees.

In-Service Teachers Fee—The fee for on-campus Saturday courses will be \$6.00 per quarter hour; the fee for off-campus courses will be \$7.00 per quarter hour.

Transcript of Record Fee—One full transcript of work completed will be furnished without charge. A fee of one dollar will be charged for any additional single copy.

Music Fees—Private lessons in music are offered by the staff of the Department of Music. The fees are as follows:

Instruction in piano, voice, and orchestral instruments, one half-hour lesson each week, each quarter . . .	\$15.00
Instruction in organ, one half-hour lesson each week, each quarter	\$21.00

OUT-OF-STATE STUDENTS

Out-of-State Tuition—This tuition fee of \$100.00 per quarter is paid during the registration period at the beginning of each quarter by all students who are not residents of the State of Georgia.

The Board of Regents has adopted the following regulations on the classification of students for fee purposes as residents and non-residents of the State of Georgia.

(1) A student who is under 21 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon a showing by him that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

(2) In the event that a legal resident of Georgia is appointed as the guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of the appointment, and then only upon proper showing that such appointment was not made to avoid the non-resident fee.

(3) If a student is over 21 years of age, he must show that bona fide residence in Georgia was established at least one year prior to the registration date. Any period of time during which a person is enrolled as a student in an educational institution in Georgia may not be counted as a part of the year's residence herein required when it appears that the student came to the State and remained in the State for the primary purpose of attending a school or college.

RESIDENCE COST AND REGULATIONS

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of a full academic load each quarter.

Rooms may be occupied only upon assignment by the dean of students, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are to be occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The dean of student's office reserves the right to make all final decisions on assignments.

Room rent and charges for board and laundry are based on current prices and are listed below under *Fees and Living Expenses Each Quarter*. The right to adjust these charges to meet changing conditions is reserved by the College.

A student who formally withdraws from the College during any quarter will be charged for board, room, and laundry at the rate of \$3.00 each day from the date of the student's arrival. Refund regulations are subject to revision at the beginning of any quarter.

All approved refunds will be paid within thirty days after the date of formal withdrawal.

PAYMENT OF COLLEGE EXPENSES

College accounts are due and payable on the first day of each quarter. If necessary, students may make advance arrangements with the comptroller to pay for the quarterly cost of room, board, and laundry in installments. A student may not secure honorable dismissal, obtain a transfer of credit, be admitted to final examinations, or be graduated until all accounts are paid.

Deposits paid in advance will be deducted from the college account.

FEES AND LIVING EXPENSES EACH QUARTER

	Dormitory Students	Day Students
Matriculation	\$ 60.00	\$ 60.00
Health Service	8.00	8.00
Student Activities	8.00	8.00
Board	115.00	
Room Rent	65.00	
Laundry	15.00	
	<hr/>	<hr/>
	\$271.00*	\$ 76.00*

*Non-residents of Georgia add \$100.00 to cover Out-of-State Tuition.

REFUNDS

Formal withdrawal from the College must begin with a written approval from the dean of students. At the time this approval is granted specific instructions will be given for completion of formal withdrawal.

Regulations of the Board of Regents of the University System of Georgia provide that an approved applicant who registers and withdraws during the first quarter of her attendance shall forfeit not less than the amount of her deposits before a computation is made of the refund to which she may be entitled.

The following regulations apply to the Matriculation Fee when formal withdrawal is approved:

One week	80% refund
Two weeks	60% refund
Three weeks	40% refund
Four weeks	10% refund

No refund will be made of the Student Activities Fee or the Health Service Fee.

A student who is permitted to drop a course after formal registration shall be entitled to a refund as follows:

Within one week	80% (\$20.00)
Within two weeks	60% (\$15.00)
Within three weeks	40% (\$10.00)
After three weeks	No refund

A student who discontinues private lessons in music after six weeks of a quarter have expired will not be entitled to a refund except for illness certified by the college physician.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the college bookstore. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$40.00 to \$50.00 for the initial quarter of attendance. Subsequent quarters will cost less, depending upon the student's schedule of class work.

FINANCIAL ASSISTANCE

The College offers financial assistance to students who will profit most in the realm of need and ability through the National Defense Student Loan Program, through scholarships and loan funds made possible by friends of the College, and through part-time student employment. Details of the various aspects of the

financial assistance program are found on the following pages. For further information write the *Director of Scholarships and Loans, The Woman's College of Georgia*.

SCHOLARSHIPS AND ENDOWMENTS

COLLEGE SCHOLARSHIP SERVICE

The Woman's College of Georgia participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating The Woman's College of Georgia as one of the recipients, by May 1. The PCS form may be obtained from a secondary school or the *College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540* or *P. O. Box 1025, Berkeley, California 94704*.

ETHEL A. ADAMS SCHOLARSHIP

In 1962 The Woman's College of Georgia established a scholarship honoring Ethel A. Adams, the first dean of students of the College. The scholarship is awarded on the basis of scholastic achievement, contribution to campus life, and need.

ATLANTA FEDERAL SAVINGS SCHOLARSHIP

The Atlanta Federal Savings and Loan Association now provides a scholarship of no less than \$400 for an incoming freshman and a scholarship of like amount to a senior. Recipients must be residents of Fulton or DeKalb County. Preference shall be given to girls who major or plan to major in business.

THE J. L. BEESON SCHOLARSHIP FUND

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

THE MILLER R. BELL MEMORIAL SCHOLARSHIP FUND

In 1961 the family and friends of Miller R. Bell established a permanent scholarship fund in his honor. Mr. Bell, a Milledgeville resident all his life, was a member of the Board of Trustees of The Foundation of The Woman's College and was a member of the Board of Regents of the University System of Georgia.

CORRIE HOYT BROWN FUND

The Corrie Hoyt Brown Loan Fund was established in 1919 by George M. Brown, who was born in the Governor's Mansion at Milledgeville, in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

THE J. HARRIS CHAPPELL MEMORIAL SCHOLARSHIP FUND

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

THE FACULTY SCHOLARSHIP FUND

This fund, originally a loan fund, was established by the faculty in 1903-1904 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

A. A. LOWE SCHOLARSHIP FUND

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expenses of students who need financial assistance in order to attend The Woman's College of Georgia. Preference is given to students of Pulaski County first and Macon County second; however, students from any other Georgia counties may apply.

THE THOMAS E. MITCHELL FUND

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift of \$125,000 to a fund one-fourth of which is to be used for loans to students at The Woman's College of Georgia. A limited number of scholarships is granted from this fund annually.

THE SYLVESTER MUMFORD MEMORIAL FUND

In the will of the late Goertner E. Mumford Parkhurst of Washington, D. C., The Woman's College of Georgia was one of the residuary legatees. The fund amounts to approximately \$200,000. The earnings are to be used to educate students from Brantley County, Georgia, as selected by college officials.

REGENTS' SCHOLARSHIPS

This fund is available to residents of Georgia who have need of financial assistance to attend an institution of the University System of Georgia. High academic potential and achievement are primary considerations in making these awards.

THE MARTHA ERWIN SIBLEY SCHOLARSHIP FUND

The Martha Erwin Sibley Scholarship Fund, endowed in 1963 by her children, provides a \$400 honor scholarship for a rising junior based on academic excellence and good citizenship, and a freshman scholarship up to \$400 based on earnestness of purpose, industry, financial need, and promise of success.

ANNA BROWN SMALL SCHOLARSHIP FUND

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

THE HALLIE CLAIRE SMITH SCHOLARSHIP FUND

Established in 1953 by the faculty and by the students and friends of Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

THE BLANCHE TAIT SCHOLARSHIP FUND

Established in 1953 by the faculty and by the students and friends of Blanche Tait as a memorial to her, this scholarship is available to students needing financial aid.

GEORGIA STATE TEACHER SCHOLARSHIPS

The State Department of Education provides scholarships each year for qualified students who plan to teach in the public schools of Georgia. These scholarships are based upon need and academic promise and range up to a maximum of \$1,000 per year. Such awards are available only to outstanding students. The Woman's College often recommends outstanding students who make application for admission and cooperates with the State Department by furnishing information on holders of State Teacher Scholarships. Full information may be obtained from: *Coordinator, State Teacher Scholarship Program, State Department of Education, Atlanta, Georgia.*

THE WOMAN'S COLLEGE OF GEORGIA ALUMNAE SCHOLARSHIPS

From the Alumnae Fund the Alumnae Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the *Director of Alumnae Affairs, The Woman's College of Georgia.*

LOAN FUNDS

CALLIE CHRISTIE BELLE D. A. R. LOAN FUND

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution in memory of Mrs. Belle.

The loans from this fund are made to students from Pulaski County.

PHILO SHERMAN BENNETT LOAN FUND

In 1909, \$500 was received from the estate of Philo Sherman Bennett through Mrs. W. J. Bryan, administratrix. Interest on this fund is available for loans.

LIZZIE DENNARD WIMBERLY BRIDGES LOAN FUND

A fund in the amount of \$200 was contributed by the Hawkinsville Chapter of the Daughters of the American Revolution for aid to students from Pulaski County.

HISTORY CLUB LOAN FUND

The original donation to this fund was made by the History Club in 1934. Loans are administered at the discretion of the College.

KNIGHTS TEMPLAR EDUCATIONAL FOUNDATION

The National Order of the Knights Templar has an education foundation of several million dollars to aid students throughout the nation. Each year the foundation lends to several students in the junior and senior classes at The Woman's College of Georgia. The fund is administered by the *Knights Templar Educational Foundation, 136 Forrest Avenue, Atlanta, Georgia.*

MOREL FUND

In 1934 Elizabeth Morel, a former member of the faculty, gave \$1,500 to be used to purchase books for the library or to be used for loans to students. Loans, if available, are made through the loan officer of the College.

SYLVESTER MUMFORD FUND

This fund was established in 1936 by the daughter of the late Mr. and Mrs. Sylvester Mumford of Waynesville, Georgia, as a perpetual memorial to her parents. Returns from the investment of funds are to be used for educational loans to worthy students of the State. The fund is administered by the College.

PICKETT AND HATCHER EDUCATIONAL FUND

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of the Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: *Pickett and Hatcher Educational Fund, P. O. Box 1238, Columbus, Georgia.*

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 1

This fund was established in 1925 by John W. Shinholser in memory of his wife, Alice Walker Shinholser. Both principal and interest are available for loans to seniors.

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 2

Funds provided in the will of the late Clara B. Walker became available in 1940 to be administered as educational loans according to the regulations of the College.

JOSEPH M. TERRELL LOAN FUND

This is a donation of \$5,000 provided in the will of the late ex-Governor Joseph M. Terrell. The principal is to be kept intact, and the income from the fund is available for loans.

FANNIE TRAMMELL D. A. R. FUND

This fund was established in 1940 by a gift from the Georgia Chapter of the Daughters of the American Revolution. The principal of \$4,000 is kept intact, and the interest is lent to worthy students.

UNITED STUDENT AID FUND, INC.

The Woman's College is a participant in the United Student Aid Fund, Inc. This is a program through which the College cooperates with private banks in making loans to students who are beyond the freshmen level.

GRACE BEATTY WATSON LOAN FUND

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution and is available to students from Pulaski County. The loans are administered by the College.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

The National Defense Education Act of 1958 was designed to develop to the fullest the "mental resources and technical skills" of the young men and women of the nation. In conjunction with the participating colleges, government funds were made available for the "making of low interest loans to students in need thereof to pursue their course of study" in institutions of higher learning.

In selecting students to receive loans special consideration is given to:

- (a) students with a superior academic background who express a desire to teach in elementary or secondary schools, and
- (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering or a modern foreign language.

In addition to academic ability and achievement, consideration is given to the student's need of financial aid. Determination of need is based upon an evaluation of the financial circumstances of both the applicant and her family.

The recipient of a loan is expected to maintain an above average academic standing. The College reserves the right to review the approved loan each quarter.

Applications should be filed with the *Director of Loans* at least sixty days prior to the quarter for which the loan is desired.

STUDENT AID FOUNDATION

In 1908 a group of Atlanta women who were interested in the education of women formed what is now known as the Student Aid Foundation. This foundation makes funds available to young women of academic ability and personal integrity. The fund is administered by the *Student Aid Foundation, 1025 Clairmont Avenue, Decatur, Georgia.*

PART-TIME STUDENT EMPLOYMENT

Students of limited financial means find assistance in the part-time student employment program. Part of the work in the dining rooms, dormitories, offices, the library, and the academic departments is done by student employees. This work is reserved for those who have good high school records, who continue to maintain satisfactory records in college, and who are capable of performing the work involved.

STUDENT LIFE

The campus of The Woman's College of Georgia is treated as a community, and the program of the College is planned to develop well-rounded individuals in a democratic environment. While students are encouraged to become increasingly self-reliant through active participation in campus organizations and dormitory life, the College realizes the advantage of providing advisory assistance in developing individual interests and abilities.

The Woman's College of Georgia is a residential college. Living conditions in the houses are designed to supplement the academic program of the student. Life in the dormitories seeks to approximate the best type of home situation. Each residence hall is in the charge of a house director, a woman whose chief interest is the well-being of the individual student.

The dormitories are organized and operated under House Councils as functioning parts of the College Government Association. Each council is responsible for planning the program of the dormitory, for setting up and supervising house routine, and for administering disciplinary measures if needed.

STUDENT GOVERNMENT

The College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of the College as a dynamic, democratic community, the responsibility for the government of the student body is vested in the students themselves and functions through the student government organization.

THE COLLEGE GOVERNMENT ASSOCIATION

As its name implies, the College Government Association includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students sit on faculty committees without vote; and faculty advisers, on student committees without vote.

College Government trains students in good citizenship, in individual initiative, in self-dependence and self-control, and in responsibility for group living. Its major subdivisions are the Student Council, the Judiciary, the Honor Council, and the Board of House Presidents.

The *Student Council* has vested in it the supreme legislative powers of CGA. It recommends rules and regulations to the Faculty Committee on Student Relations; submits suggestions in the interest of students; has charge of all CGA elections; formulates Association policies and plans its meetings; calls student body meetings; has general supervision of the work of the Board of House Presidents and the Honor Council; hears reports and takes responsibility for seeing that the system of government works.

The *Judiciary* has vested in it the general judicial powers of the Association. The Judiciary organizes and supervises the Dormitory Councils; considers and passes on all cases submitted directly to it or referred to it by the Dormitory Councils; hears all cases that do not come under the jurisdiction of the lower courts; refers to the Faculty Committee on Student Relations all cases involving possible dismissal; interprets the Constitution of the College Government Association; and handles cases of academic dishonesty through a program of rehabilitation.

The *Honor Council* realizes that the success of the College Government Association depends upon the personal honor of each individual student and her willingness to share responsibility for the conduct and integrity of her fellow-students. The aim of the Honor Council is to maintain and strengthen the college community in which the honor of the group is an enlargement of the integrity of the individual. The work of the Honor Council is directed toward helping the inexperienced student to adjust to the best interests of all students. The Woman's College of Georgia believes that its honor system is doing much to develop character in the individual and to promote higher morale in the college community.

The *Board of House Presidents* assumes leadership in planning constructive programs for dormitory residents; considers the operation of the various House Councils to maintain uniformity of procedure; and cooperates with the House Councils in fostering the Honor System through dormitory living.

THE DAY STUDENT ORGANIZATION

The Day Student Organization, the association for local and commuting students, is responsible for the welfare and government of its members. Its functions are carried out through the Day Student Council, which operates within the framework of the College Government Association.

SOCIAL LIFE AND RECREATION

A variety of social and recreational activities on the campus and at the nearby Georgia Military College provides opportunities

for recreation and entertainment. The events at the Georgia Military College which students attend include ball games, dress parades, company parties, and formal and informal dances. Besides the local activities, students of The Woman's College attend ball games, dances, and social and cultural events on other campuses and in the city of Atlanta.

On The Woman's College campus, the recreation halls and living rooms in the dormitories serve as centers for formal and informal social and recreational activities, including receptions, teas, mixers, and informal dances. Highlights of the school year are the formal dances which bring to the campus nationally-known orchestras.

The Dining Hall offers opportunities for social occasions and for entertaining guests. Under the leadership of the College Government Association students dress more formally for dinner at announced times. On weekends and other special occasions students may invite their dates for dinner.

The Student Union is open every night during the week and on weekends for informal gatherings and for special groups. Lake Laurel, the College recreational area, including a spacious lodge, provides facilities for boating, swimming, fishing, picnicking and also for spend-the-night parties, mixers, informal dances, and student-organization retreats.

THE RECREATION ASSOCIATION

The Recreation Association, a major campus organization, gives leadership in providing a variety of recreational and sports events. Through its program it affords opportunities for every student to enjoy and develop interest and skill in sports, the dance, and related activities. The Association sponsors seasonal intramural sports, five skill clubs (Modern Dance, Folk and Square Dance, Penguin, Tennis, and Tumbling Clubs), and special events such as sports days, play nights, demonstrations, meets, movies, and informal dances. The program is organized and executed by an Executive Board and a General Board consisting of the various sports managers, skill club presidents, dormitory and class managers, and committee chairmen. The members of the staff of the Physical Education Department act as advisers for the various phases of the program.

RELIGIOUS LIFE

The development of the religious phase of life is recognized as an essential aspect of the total growth of the individual, and the College seeks to provide an atmosphere and experiences that will foster the student's religious development.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The YWCA is a three-fold organization involving students in campus, community, and religious affairs. It is campus-wide in program and membership; its chief administrative officers are elected by the student body. The College assists the organization by maintaining a director of Y affairs.

The Y sponsors religious activities on campus, including vesper programs, worship services in the dormitories, and Religious Focus Week. The Y also supervises study and discussion groups on social problems and current affairs, sponsors projects at the Milledgeville State Hospital, and supports World University Service.

DENOMINATIONAL GROUPS

Students attend local churches of their choice. In addition, local churches have organized college groups in young people's work. The Baptist Student Union, the Wesley Foundation, the Westminster Fellowship, the Canterbury Club, and the Newman Club give to students a broadening experience in church-centered programs while they are in college.

ACADEMIC CITATIONS

PHOENIX

Phoenix is an honor society established in 1939. Members are selected from the senior class on the basis of scholarship. To be eligible, a student must be in the highest seven per cent of her class.

DEAN'S LIST

A student who makes an average of 3.50 on fifteen or more hours of work in any quarter and who has an overall average of 2.50 shall have her name placed on the Dean's List during the following quarter.

PHI SIGMA

Freshmen who have made a general average of B or higher and who have qualified for the Dean's List at least once are eligible as sophomores for membership in Phi Sigma, the sophomore honor society.

NATIONAL HONOR SOCIETIES

PI GAMMA MU

Pi Gamma Mu is a national honorary society open to juniors and seniors who have made exceptionally high records in the social studies.

ALPHA PSI OMEGA

Alpha Psi Omega, a national honorary dramatic society, recognizes and rewards outstanding work done by students in the College Theatre.

PHI UPSILON OMICRON

Phi Upsilon Omicron, a national honorary fraternity open only to home economics students, limits its members to students who rank scholastically among the upper two-fifths of the seniors, juniors, and third-quarter sophomores and who give evidence of leadership ability.

PI OMEGA PI

Pi Omega Pi is a national honorary fraternity in business education. It is limited to majors who have made exceptionally high records in business and education courses.

SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity in music. Its membership is made up of professional musicians and college students whose work is outstanding.

INTERNATIONAL RELATIONS CLUB

IRC, with national affiliations, encourages interest in and knowledge of international affairs. Membership requirements stipulate that a student must have a general average of B and the recommendation of the faculty.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES

Ten per cent of the senior class are eligible for membership in Who's Who. Final selection is made by the faculty from a list of seniors recommended by the junior class.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus to which majors in the department concerned are eligible. There are many other clubs, not connected with any department, that attract students of varied interests and personal needs. Clubs meet usually once a month for study, discussion, and experience in leadership.

CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four attractions during the year. In addition, several lecturers of equal standing are

brought to the campus annually. Guest speakers also appear regularly on assembly programs.

COLLEGE THEATRE

Once each quarter the College Theatre presents a student production of a well-known drama.

ART EXHIBITIONS

The Department of Art provides a continuous exhibition program during the year in the college gallery. Bringing to the campus exhibitions of painting, graphics, sculpture, and allied arts, the exhibition program affords the entire college community the opportunity to become familiar with the work of serious artists of international, national, regional, and local importance.

CARILLON CONCERTS

A series of carillon concerts is offered throughout the year. The carillon, a recent acquisition, can produce 305 bell tones with sixty-one tones available in Flemish, harp, celesta, quadra, and minor tierce bells. The college carillonneur provides programs for Christmas, Easter, Commencement and other special occasions.

THE WOMAN'S COLLEGE CHOIR

The Woman's College Choir, composed of approximately sixty students, has a wide musical repertoire of both early and modern composers. During the year the Choir presents a number of concerts on and off campus.

THE MODERN DANCE GROUP

The Modern Dance Group, a creative, performing arts group, stresses the disciplined, purposeful control of the body so that it can radiate an energy of rhythm and design, culminating in the making of its own dance compositions. This group presents a number of programs in the dance studio, and its annual production in Russell Auditorium is a featured event of the winter quarter. At times it makes tours in the state.

INDIVIDUAL RECITALS

During the spring quarter in particular many public recitals are presented both in Russell Auditorium and in Porter Auditorium, featuring student vocalists and instrumentalists. Each contributes to the general program of entertainment of the College.

PUBLICATIONS

The *Spectrum*, the yearbook, is an annual pictorial record of student life.

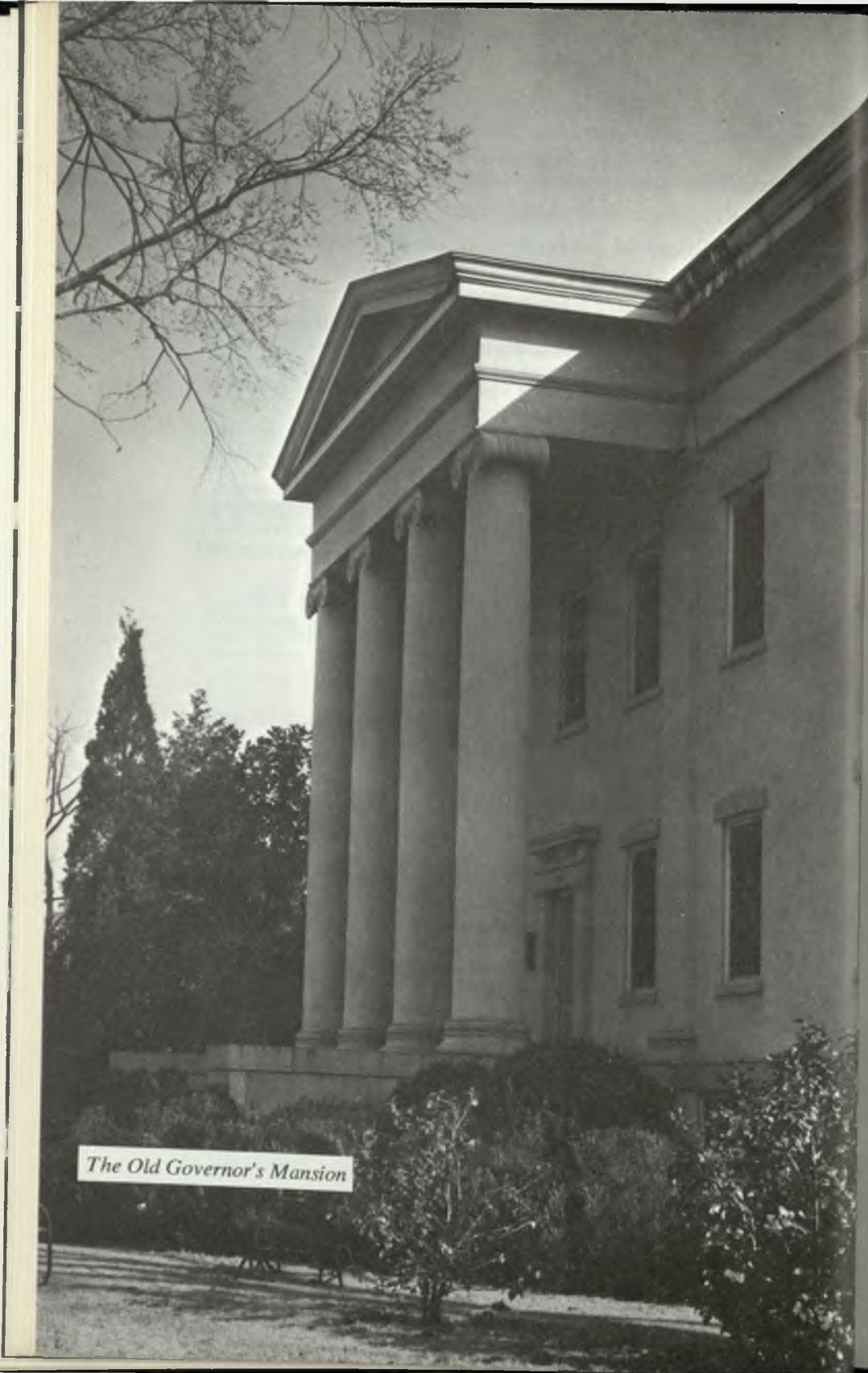
The *Colonnade* is a student newspaper.

The *Student Handbook* is an annual publication of the College Government Association. It contains a detailed account of the purpose, functions, and programs of the three major organizations, the governmental routine of the campus, and the official personnel of the major groups.

Columns, issued quarterly by the Alumnae Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Thirty is published weekly (exclusive of holidays and vacations) by the Department of Public Relations. This publication provides a summary of faculty and student activities for the campus and the community.

A series of *Bulletins* giving information about the College is published each month except July and August. They are coordinated through the Public Relations Department.



The Old Governor's Mansion

GENERAL REGULATIONS

RESIDENCE IN DORMITORIES

All students are required to room and board on the campus unless they live with parents or near relatives in or near Milledgeville. Exceptions will be made only following written permission of the president of the College.

JURISDICTION OF THE COLLEGE

A student arriving in Milledgeville to enter college or one returning from trips away from college comes under college regulations as soon as she reaches town, and she must report *at once* to the house director of her dormitory. Upon leaving college at the end of the quarter or upon taking trips away from the campus, the student must leave town according to the schedule approved by the dean of students.

TRIPS AWAY FROM THE COLLEGE

In accordance with the wishes of their parents and the regulations of the College, students may leave the campus for weekend visits or, during the week, may make trips for special occasions. Parents or legal guardians use a printed form, which is provided by the College, to indicate items that meet with their approval. This sheet when properly signed is then mailed to the dean of students. Special permits sent directly to the dean of students are required for approval of trips or requests not covered by the printed form.

VISITORS TO DORMITORY ROOMS

Students may receive visitors in their rooms as provided by the regulations in effect in the various dormitories. In each residence hall the house director is the official hostess and should be informed of the presence of overnight visitors. Mothers, near relatives, and close friends of students may spend the night in the dormitories on Friday and Saturday as guests of the students. Arrangements for meals for their guests should be made by the students with the dietitian.

CLASS ATTENDANCE

It is expected that all students will attend classes and assembly programs regularly. It is also recognized that absence will some-

times be necessary. Absences fall into two categories: those excused by the administration and those taken at the student's discretion, which are self-excused.

Excused Absences

1. All absences due to illness are excused on certification of the college physician, or of the student's physician if the illness occurs while she is at home.
2. Certain other absences due to extenuating circumstances may be excused by the dean of the college. Requests for excuses should be sent to the dean with supporting data within one week after the student returns to class.
3. Out-of-city trips for professional activities under faculty guidance may be planned to the extent of three class-days absences a quarter. Class absences for such out-of-city activities in excess of three days must be drawn from the student's self-excused absences.
4. When a course is added after the beginning of a quarter, the absences for the days missed will be listed as excused, as in all cases attendance is counted from the first day of the quarter.

Self-Excused Absences

Self-excused absences to the extent of not more than ten per cent in any one class are permitted to take care of emergencies which are not covered by excused absences. However, the following exceptions apply:

1. Students on Academic Probation are limited to two per cent self-excused absences a course.
2. Students on the Dean's List are allowed a maximum of twenty-five per cent self-excused absences a course.
3. Seniors will be governed by the Senior Code.
4. Self-excused absences are not permitted for the last scheduled classes before a holiday or the first scheduled classes after a holiday.
5. None of the foregoing provisions negate the right of instructors to refuse the student permission to make up work required at any class meeting, including Friday.

Penalty for Absences

1. Any student whose excused and unexcused absences total more than twenty-five per cent of the class hours for a course will fail to receive credit for the course. An appeal from

this rule may be made in writing and directed to the Absence Committee in care of the dean of the college, but exceptions granted will be rare.

2. A self-excused absence beyond the number permitted will result in a warning to the student and her parent or guardian and the placing of the student on Attendance Probation for that quarter and the subsequent quarter. Students on Attendance Probation lose self-excused privileges in all courses. Failure to observe Attendance Probation will result in suspension from the College for the quarter following the one in which the violation occurred. If unexcused absences continue, dismissal from the College may result.

SCHOLARSHIP REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

To be eligible to hold an office in a student organization or to receive work assignments under college assistance, a student must have an overall average of C, or 2.00 quality points, and must not be on academic probation.



An informal class discussion

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into four quarters of approximately ten weeks each. The summer quarter is further divided into one long term of ten weeks and two terms of five and one-half and three and one-half weeks each.

Under the intensive quarter system classes in general meet every day Monday through Friday.

CREDIT

The credit assigned to a subject is expressed in quarter hours. A passing grade on a subject requiring five one-hour recitations a week (or the equivalent) for one quarter gives credit for five quarter hours. Two hours of laboratory work count as one hour of recitation.

GRADES AND QUALITY POINT AVERAGES

Grades are recorded in letters with the following evaluations and points:

<i>Grade</i>	<i>Quality Points Per Quarter Hour</i>
A+	Exceptional 4.5
A	Excellent 4
B+	Very good 3.5
B	Good 3
C+	Above average 2.5
C	Satisfactory 2
D+	Passing 1.5
D	Lowest passing grade 1
F	Failure
X*	Incomplete
WF	Withdrew while failing
FE	Failure due to excess absences
WP	Withdrew while passing
W	Withdrew
EA	Excused absences beyond limit
AU	Auditor

*An incomplete grade automatically becomes F unless made up within the next term that the student is in residence.

POLICY FOR D GRADES

Upon recommendation of the chairman of the department and with permission of the dean of the college, a student may repeat a course she has passed with a grade of D. When such a course is repeated the student does not receive additional credit, and the last grade becomes the official grade for the course.

CLASSIFICATION

Freshmen and sophomores are expected to complete forty-eight quarter hours a year; juniors and seniors, forty-five quarter hours a year.

However, for easier class organization and room assignment, a student is classified with her class if she has acquired credit in *graduation* hours as follows:

sophomores	43
juniors	91
seniors	136

THE STUDENT PROGRAM

A normal load of work is fifteen hours each quarter. Freshmen and sophomores also take physical education in accordance with the general education requirements.

Certain students, unless the college physician refuses permission, are allowed to carry more than the normal program:

- (1) Students on the Dean's List may register for twenty hours.
- (2) Seniors with an overall average of C or better may take one additional course during the senior year provided it does not fall within the quarter of student teaching. Permission of the dean of the college is required in each instance.

Students, regardless of the number of hours carried, may take any of the one or two-hour courses in music without credit. A student who is not taking other extra work may take a one or two-hour course in music for credit, but must continue the same course for three quarters before such credit may be counted toward a degree.

Certain students, with special permission from the dean of the college, will carry less than the normal program:

- (1) Students working between ten and twenty hours a week will take not more than ten hours plus physical education.

- (2) Students working over twenty hours a week will take not more than five hours plus physical education.

No student may drop a course for which she is registered without special permission from the dean of the college.

THE SUMMER PROGRAM

A student may not receive credit for more than fifteen quarter hours at The Woman's College of Georgia during a summer quarter.

If a student meets each of the following conditions, she may appeal to the dean of the college for an exception to this rule.

She must be a senior who:

- (a) lacks only twenty quarter hours for completion of undergraduate degree requirements, and
- (b) can schedule all of her remaining degree requirements (all four courses) during the ten-weeks session. (No combination with courses offered in the six weeks and four-weeks sessions will be permitted.)

SCHOLARSHIP STANDARDS

The minimum standards for eligibility to remain at The Woman's College are as follows:

1. An evaluation is made for each year's work, normally ending in June; but if students have not entered in September, the evaluation will be based on the work of three successive quarters. Eligibility requirements in terms of quality point averages are as follows:

first year	1.50
second year	1.60
third year	1.70
fourth year	1.80

A student who fails to achieve the required quality point average at the end of each year is ineligible to return to The Woman's College.

2. A student shall incur academic probation at the end of any quarter in which her progress is below the minimum level required for the year in which she is enrolled.
3. A transfer student will be considered to be in the year and quarter in which her total admissible credits place her at entrance. Her standing at the end of three quarters will

be evaluated by the year in which her admissible credits place her.

4. At the end of any quarter a student is ineligible to remain at the College if she fails to pass five hours, or if she fails to pass ten hours while on probation.
5. During the quarter following dismissal, a student may not earn credit in another institution to be applied toward a degree from The Woman's College.
6. A student who has been dismissed may apply for readmission to the College after remaining out for one quarter. The summer quarter is not to be considered in establishing eligibility to apply for readmission. However, a student dismissed under these regulations at the end of the spring quarter may request permission of the Admissions Committee to attempt to reestablish eligibility by attending the summer session at The Woman's College. If the request is granted, the student must pass three five-hour courses with a 2.00 average or better in order to be readmitted in the fall.
7. A maximum of 236 quarter hours may be attempted by a student in pursuit of a degree.

REQUIREMENTS FOR GRADUATION

To qualify for a degree from The Woman's College the candidate must satisfy the following conditions:

1. Complete a total of one hundred and eighty-six quarter hours and achieve a quality point average of at least 2.00 on all work attempted at this college. This average will be determined on the basis of grades at this college only. The grade of F will be included. Seventy-five of the total number of hours must be in courses carrying 300 and 400 numbers, at least sixty of which must have been taken after the student has achieved junior classification.
2. Complete the general education requirements for the degree chosen.
3. Fulfill the specialized requirements for the degree chosen.
4. Complete in residence at least sixty hours of work; forty-five of the last sixty hours required must be taken at The Woman's College.
5. Present a written application for a degree to the registrar by the beginning of the last quarter of work before graduation.

No student may receive credit for more than thirty hours of extension or home study courses.

No degree credit will be granted for work completed twenty-five years before the date of request for re-evaluation.

The College reserves the right to withhold a degree from any student whose record in conduct is unsatisfactory.

GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalogue will be applicable to students who are currently enrolled. Students who began their work prior to the last approved programs of the College will approximate the new requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

SPECIAL LEGISLATIVE REQUIREMENT

An act of the 1953 session of the Georgia legislature provides that no student in any school or college supported by public funds "... shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

There are four requirements of this law: (1) History of the United States, (2) History of Georgia, (3) Constitution of the United States, and (4) Constitution of Georgia. The first two requirements may be met by a special examination or by the completion of any one of the following history courses: History 211, 307, 308, 409, 422, 432, or 520. The last two requirements may be met by special examination or by taking any one of the following courses: Political Science 101, 326, or 420.

Students who do not satisfy the state law through the passing of appropriate courses may qualify by passing a special examination covering all or any part of the material on which they lack credit. Suggested reading covering this material may be obtained from the department concerned. These examinations are administered about the middle of each quarter.

Students who have satisfied the requirements of the law at another institution will be given credit at The Woman's College of Georgia for these special requirements.



*Chappell Hall—home of Department of
Home Economics*

DEGREE PROGRAMS

The subjects offered by the College are divided into general education courses and courses designed for substantial major and minor programs.

Freshman and sophomore courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major and minor programs and should be taken only by students having two or more years of college credit, unless such courses have already been included in a particular program. Any variation from a prescribed program requires written permission from the dean of the college.

GENERAL EDUCATION

The College believes that ideally the work of the first two years of college should be devoted to acquiring a general cultural background. Students are given opportunity to explore several fields of knowledge.

The General Education Program of the College therefore seeks:

1. To aid the student in the continued development of her understanding of the discipline and meaning of the principal branches of learning.
2. To foster in the student appreciation of the basic values upon which civilization and culture rest and through which they may be improved.
3. To give the student a heightened awareness of her relationship to society.
4. To provide the student with opportunity to take work in several fields of knowledge which may be helpful in future study.
5. To assist the student in choosing and preparing for a vocation that will make optimum use of her talents and enable her to make an appropriate contribution to the needs of society.
6. To aid the student in developing a resourceful and independent mind that can assess its own strength and weakness, that can use knowledge creatively, and that can discern the best in aesthetic experience.
7. To encourage the student to appreciate the relationship between mind and body with a view to maintaining physical and mental health.
8. To provide the student with experiences that will conduce to the building of character based on integrity, humility, and spiritual strength.

GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 68. *These courses or equivalent courses in the same department are required for all degrees.*

	<i>Hours</i>
Biology 123—Principles of Biology.....	5
*English 101, 102—General College Composition.....	10
English 200—Literature of the Western World.....	5
English 206—Romantic Poetry.....	5
Fine Arts, Choice of one	5
Art 103—Introduction to Art	
Music 100—Introduction to Music	
History 210, 211—History of Western Civilization I, II.....	10
Mathematics, Choice of one.....	5
Mathematics 100—An Introduction to the Fundamental Concepts of Mathematics	
**Mathematics 200—College Algebra	
Natural Science, Choice of one.....	5
Physical Science 101T—Elementary Physics	
Physical Science 102T—Elementary Chemistry	
Physical Science 103T—Elementary Astronomy and Geology	
**Chemistry 101—General Chemistry	
Social Studies, Choice of two.....	10
Economics 101—Introduction to Economics	
Political Science 101—Introduction to Political Science	
Sociology 101—Introduction to Sociology	
Second Course in Laboratory Science or Mathematics.....	5
Elective, Choice of one.....	5
***Art 103—Introduction to Art	
Health 100—Personal and Community Health	
***Music 100—Introduction to Music	
Philosophy 200—Introduction to Philosophy	
Speech 101—Fundamentals of Speech	
Physical Education 100, 200—Physical Education Activities	6
	76

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

**Recommended for majors and minors in mathematics or the natural sciences.

***One of the fine arts courses is required, but both may be taken as satisfying the requirements in general education electives.

DEGREES

The degree a student takes will be determined by the groupings of courses chosen.

The following degrees are given:

Pages

Bachelor of Arts

Curriculum for Liberal Arts	71
Curriculum for Secondary Teachers	74

Bachelor of Science

Curriculum for Medical Technology	86
Curriculum for Medical Record Library Science	87
Curriculum for Physical Therapy	88

Bachelor of Science in Education

Curriculum for Secondary Teachers	75
Curriculum for Elementary Teachers	75
Curriculum for Health and Physical Education Teachers	76

Bachelor of Science in Music Education

77

Bachelor of Science in Music Therapy

78

Bachelor of Science in Home Economics

78

Curriculum for Homemaking Education

79

Curriculum for Institutional Management (Dietetics) ..

79

Curriculum for School Lunchroom Management
and Supervision

80

Bachelor of Science in Business Administration

Curriculum for Business Education

82

Curriculum for Executive Secretary
or General Business

82

Curriculum for Medical Secretary

83

Curriculum for Legal Secretary

84

Master of Education

90

BACHELOR OF ARTS

The following are the requirements for the degree of Bachelor of Arts:

General Education Requirements (see page 69)	76 hours
Foreign languages	20 hours
The foreign language requirement consists of the equivalent of four college courses:	
1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.	
2. If two or three entrance units are accepted in one foreign language, that language must be continued for one or two courses accordingly.	
3. If four units are offered for entrance, the requirement may be absolved by examination.	
Departmental major	30 hours
Departmental minor	20 hours
Electives	40 hours
	<hr/> 186 hours

A student who desires a Bachelor of Arts degree must ordinarily choose a departmental major and a departmental minor. Before registering for the first quarter of the junior year, the student must work out with the heads of the departments concerned satisfactory major and minor programs.

For requirements for the degree of Bachelor of Arts in programs in home economics and business administration, see footnotes on page 79 and page 82 respectively.

MAJOR PROGRAMS

A departmental major is composed of six or more courses in the major department, plus the general education requirements.

A major may be taken in any of the following departments:

Art	History and Political Science
Biology	Mathematics
Chemistry and Physics	Modern Foreign Languages
English and Speech	Music
Health and Physical	Psychology
Education	Social Studies

Departmental majors are described in the data regarding the various departments, along with the description of courses offered.

MINOR PROGRAMS

A minor consists of four related courses. It may be taken in the departments offering major programs and also in the following specific areas:

Economics
Health
Library Science

Modern Dance
Philosophy

Political Science
Speech

BACHELOR OF SCIENCE

PARAMEDICAL MAJORS

Paramedical majors (see pages 85-88) leading to the degree of Bachelor of Science may be taken in the following fields:

Medical Record Library Science
Medical Technology
Physical Therapy

TEACHER EDUCATION

The standard credential for teaching in the public schools of Georgia is the Teacher's Professional Four-Year Certificate. To qualify for this certificate, one must have completed an approved program designed for a specific teaching field or level and be recommended by the college in which the curriculum was completed. Programs leading to certification in thirteen areas have been approved at The Woman's College of Georgia as follows:

Early Elementary (K-3)
Elementary Education (1-8)
Business Education (7-12)
English (7-12)
Modern Foreign Languages (7-12)
(French or Spanish)
Home Economics (7-12)
Mathematics (7-12)
Science (7-12)
Social Studies (7-12)
Art Education (1-12)
Health and Physical Education (1-12)
Music Education (1-12)
Teacher-Librarian (supplementary field only)

ADMISSION TO TEACHER EDUCATION

All students enrolled at the College are permitted to take Education 204 (Introduction to Education) and Education 295 (Human Growth and Development). To proceed further in the professional sequence requires formal admission to the teacher education program. Factors used as bases for admission to or rejection from the professional sequence include: the student's academic record, health record, competency in written and oral expression, and the recommendation of three adults who are in a position to supply a statement regarding the student's probable success as a teacher.

Students interested in securing admission to the teacher education program are requested to complete an application folder and submit it to the Chairman of the Teacher Education Admission Committee. This step should be taken in the sophomore year, since entrance to programs after the first quarter of the junior year may delay graduation until the proper sequence of work can be completed. Students are responsible for initiating this step.

Students who transfer to The Woman's College of Georgia and who are interested in teacher education are required to complete the application folder during the first quarter in which they are enrolled at the College.

Students who are admitted to teacher education are assigned professional education advisers as follows:

1. Each elementary education major is assigned an adviser in the Department of Education who is responsible for planning the student's total program and for offering guidance and counseling whenever necessary.
2. Each secondary education student is assigned an adviser in the Department of Education who is responsible for planning with the student her professional sequence and for counseling with her when necessary. In addition, each student has an adviser in her subject matter area who is responsible for planning her major course of study. Assignment of these advisers is the responsibility of the student's major department.

STUDENT TEACHING

Student teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers. A college coordinator assists the student teacher

and the supervising teacher in planning, executing, and evaluating this experience through frequent visits to the off-campus center where the student lives and works. Expenses for this quarter are comparable to those for an on-campus quarter.

The full quarter of student teaching is arranged cooperatively by the Education Department, the public school system, and the supervising teacher. While student preference and other personal matters are considerations, the Education Department necessarily reserves the right to exercise its discretion in determining placement. Student teaching is scheduled for either of the last two quarters of the senior year. Application for student teaching should be made during the first or second quarter of the junior year. No other courses may be scheduled during the quarter in which the student does her student teaching.

Apprentice centers for students majoring in homemaking education have been set up through cooperation with the State Board of Vocational Education, which has approved programs of homemaking education in several Georgia high schools.

BACHELOR OF ARTS

Curriculum for Secondary Teachers

Freshmen

Art 103 or Music 100
 *English 101, 102
 **Foreign Language
 Choice of two:
 Economics 101
 Political Science 101
 Sociology 101
 ***Mathematics or Natural
 Science
 Physical Education 100

Sophomore

Education 204, 295
 English 200, 206
 History 210, 211
 **Foreign Language
 ***Mathematics or Natural
 Science
 Physical Education 200

Choice of one (in freshman or sophomore year): Art 103, Health 100, Music 100, Philosophy 200, Speech 101

The junior and senior years are alike for both the Bachelor of Arts and the Bachelor of Science in Education degrees. (See description under Bachelor of Science in Education.)

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

**See foreign language requirement, p. 71.

***See General Education, p. 69.

BACHELOR OF SCIENCE IN EDUCATION

*Curriculum for Secondary Teachers**Freshman*

Art 103 or Music 100
 *English 101, 102
 Choice of two:
 Economics 101
 Political Science 101
 Sociology 101
 **Mathematics or Natural
 Science
 Physical Education 100

Sophomore

Education 204, 295
 English 200, 206
 History 210, 211
 **Mathematics or Natural
 Science
 Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
 Health 100, Music 100, Philosophy 200, Speech 101

Junior and Senior Years

In the junior and senior years careful planning is essential. The program must be approved by the professional adviser assigned after the student applies for admission to the teacher education program as well as by the major adviser. The student must schedule student teaching toward the end of the senior year, having completed the basic education courses and the requirements for the teaching field.

The schedule for the junior and senior years calls for completion of a total of ninety quarter hours distributed as follows:

A departmental major and a minor or

a double major and electives.....65 quarter hours
 Education 305s, 455 and Student

Teaching (445, 446, 448).....25 quarter hours

Curriculum for Elementary Education Teachers

1. General Education

General education courses should be taken in the freshman and sophomore years.

Art 103 or Music 100
 Mathematics 100
 Physical Science 101T, 103T
 *English 101, 102
 English 200, 206
 Biology 123

Economics 101, Political Science
 101, Sociology 101 (choice of
 two)
 History 210, 211
 General Education elective
 (Art 103, Health 100, Music
 100, Philosophy 200,
 Speech 101)
 Physical Education 100, 200

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

**See General Education, p. 69.

2. Teaching Field Courses

The courses which comprise the elementary major are normally begun in the sophomore year.

Speech 208	English 314
Geography 300	Education 215
Art 315	Mathematics 300
Music 321	Home Economics 324B
Physical Education 315	Health 325B

In addition, elementary majors must complete a minor or field of concentration in an elementary teaching area, consisting of not fewer than three courses from a single department. The field of concentration, approved by the Education Department, should be started no later than the first quarter of the junior year. The concentration must be provided for within the twenty-five hours of electives available in the total elementary program.

3. Professional Education

Education 204	Education 305e, 355, and 451
Education 295	Education 425, 426, 428

Both Education 204 and 295 should be taken during the sophomore year. The block (Education 305e, 355 and 451) is taken during the quarter which precedes student teaching.

Curriculum for Early Elementary Education

This program is designed for students who are particularly interested in teaching young children. Teachers following this program will be qualified to teach in nursery schools, kindergartens, and the primary grades.

Students who wish to receive this certification in early elementary education in addition to certification for teaching in the elementary grades should plan to take Home Economics 451 and Education 427 and 493.

Curriculum for Health and Physical Education Teachers

The primary purpose of the curriculum listed below is to prepare students to teach health and physical education in the high schools and to enable qualified students to later proceed successfully with graduate work. This curriculum meets the requirements for the degree of Bachelor of Science in Education.

Those who wish to secure the degree of Bachelor of Arts must satisfy the requirement for a foreign language and should plan the program with the head of the department.

Those who are interested in the field of recreation may secure basic preparation by meeting the requirements for the degree of Bachelor of Science in Education with a major in health and physical education. This course of study should be planned with the head of the department.

Students having a special interest in modern dance or health may secure a minor in either of these fields. The minor has definite course requirements and should be planned with the head of the department.

Freshman

Biology 123, 124
 Art 103 or Music 100
 *English 101, 102
 Choice of two:
 Economics 101
 Political Science 101
 Sociology 101
 Mathematics 100
 Speech 208
 Physical Education 110

Sophomore

Biology 310, 311
 Education 204
 English 200, 206
 History 210, 211
 Physical Science 103T
 Physical Education 210

Choice of one (in freshman or sophomore year): Art 103,
 Health 100, Music 100, Philosophy 200, Speech 101

Junior

Education 295, 305, 365
 Health 330
 Physical Education 313, 322,
 411
 Physical Education 312, 314
 Physical Education 423

Senior

Health 340, 445
 Physical Education 331, 430
 Physical Education 433
 Education 445, 446, 448
 Electives

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The following program is designed for those who wish to prepare to teach music in the public schools.

Curriculum

General Education

Art 103

Biology 123, Mathematics 100 and
 Physical Science 101T or 102T or 103T

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

*English 101, 102; 200, 206

Choice of two:

Economics 101

Political Science 101

Sociology 101

**History 211

Choice of one (in freshman or sophomore year):

Art 103, Health 100, Music 100, Philosophy 200,

Speech 101

Physical Education 100, 200

In addition to the general education program, the student takes prescribed courses in her major field: basic music theory, history of music, and applied music. The student must also satisfy the requirements in professional education.***

BACHELOR OF SCIENCE IN MUSIC THERAPY

The approved program leading to the above degree is as follows:

Curriculum

General Education

Art 103

Biology 123, 311

*English 101, 102

English 200, 206

History 211

Mathematics 100 or 201

Political Science 101

Sociology 101

Physical Education 100, 200

Social Studies

Sociology 428

Sociology 452

Psychology

Psychology 201, 432, 448,
464

Music

Music 258, 259, 260,
261, 262

Music 340, 341, 342

Music 213, 214, 215

Music 380 A, B, C

Music 365

Piano, Voice, Organ

Music Therapy

Influence of Music on

Behavior

Psychology of Music

Hospital Orientation

Music in Therapy

Clinical Training (26 weeks)

BACHELOR OF SCIENCE IN HOME ECONOMICS

Three curricula are offered for the degree of Bachelor of Science in Home Economics: (1) homemaking education, (2) institu-

*If English 100 is required, the total number of hours in the General Education Program is increased.

**History 211 satisfies the legislative requirement in history.

***A comprehensive examination in piano must be approved before the candidate enters student teaching.

tional management, and (3) lunchroom management and supervision.*

Curriculum for Homemaking Education

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach home economics in departments approved for vocational homemaking education by the State Department of Vocational Education.

Freshman

Art 104
Biology 123
**English 101, 102
Choice of two:
 Economics 101
 Sociology 101
 Political Science 101
Home Economics 120, 293
Physical Education 100

Sophomore

Mathematics 100
English 200, 206
Chemistry 101, 331T
History 211
Home Economics 215, 224
Education 204
Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
Health 100, Music 100, Philosophy 200, Speech 101

Junior

Choice of two:
 Biology 310
 Biology 320
 Physical Science 101T
Education 305s
Choice of one:
 Sociology 452
 Sociology 462
 Economics 300
Home Economics 311, 324A,
 326, 332, 451
Elective

Senior

Home Economics 314, 331, 432
Education 466, 472
Education 481, 482, 483
Elective

Curriculum for Institutional Management

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association.

*If a student majoring in any one of these curricula desires an A.B. degree, she must satisfy the foreign language requirement.

**If English 100 is required, the total number of hours in the General Education Program becomes 79.

Students graduating in institutional management are eligible for appointments as student dietitians in hospitals accredited by the American Dietetic Association and by similarly accredited institutions offering advanced work in food administration.

The curriculum in institutional management prepares students for positions as hospital dietitians and for managerial positions in cafeterias, school lunch programs, and residence halls. It is recommended that students gain practical experience in food service by employment in hospitals or other institutions in the summer which immediately precedes the senior year. Students who wish to become fully qualified dietitians must, following graduation, serve an internship for one year in a hospital or other institution approved by the American Dietetic Association.

Freshman

Art 104
Biology 123
*English 101, 102
Choice of two:
 Economics 101
 Sociology 101
 Political Science 101
Home Economics 120
Mathematics 100
Physical Education 100

Sophomore

History 211
Chemistry 101, 331T
Home Economics 215, 324A, 443
English 200, 206
Psychology 201
Physical Education 200

Choice of one (in freshman or sophomore year): Art 103, Health 100, Music 100, Philosophy 200, Speech 101

Junior

Biology 310, 320
Chemistry 451
Home Economics 326, 421
Physical Science 101T
Business Administration 301
Education 305s
Elective

Senior

Education 478
Home Economics 341, 424, 425, 446, 451
Psychology 448
Business Administration 431
Elective

Suggested Electives: Home Economics 293, 331, 332, 432, 444, Health 333, and typing (no credit).

Curriculum for School Lunchroom Management and Supervision

This curriculum prepares graduates for positions as lunchroom managers or as city or state supervisors of school lunchroom programs.

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

Freshman

Art 104
 *English 101, 102
 Choice of two:
 Economics 101
 Sociology 101
 Political Science 101
 Biology 123
 Home Economics 120, 293
 Physical Education 100

Sophomore

Mathematics 100
 English 200, 206
 History 211
 Psychology 201
 Home Economics 215
 **Natural Science
 Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
 Health 100, Music 100, Philosophy 200, Speech 101

Junior

Education 305
 Choice of one:
 Sociology 452
 Sociology 462
 Economics 300
 **Natural Science
 Business Administration 301
 Home Economics 324A, 326,
 443, 451

Senior

Home Economics 341, 421,
 424, 425, 446
 ***Electives

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The programs are built to satisfy primarily the needs of those students who are interested in office positions. A combination of liberal studies, business background, and advanced skill training to equip students for the better types of business openings is provided. Full training is given for high school business teachers, executive secretaries, medical secretaries, legal secretaries, and for general office work with office management emphasis. A junior requirement to take the National Business Entrance Examination is a prerequisite to the granting of a degree. The fee is moderate and depends on the tests given.

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

**Four courses should be selected from the following: Chemistry 101, 331T, 451, Physical Science 101T, Biology 310, 320.

***Suggested electives are Home Economics 331, 332, Economics 300, Psychology 432, Business Administration 125, a course or special problem in supervision, History 210.

*Curriculum for Business Education**Freshman*

Art 103 or Music 100
 Biology 123
 *English 101, 102
 Economics 101
 Political Science 101
 Mathematics 100
 Physical Science 101T or
 102T or 103T
 Business 125
 Physical Education 100

Sophomore

**Business 226, 227, 228
 Education 204, 295
 English 200, 206
 History 210, 211
 Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
 Health 100, Music 100, Philosophy 200, Speech 101

Junior

Business 301, 302
 Business 303
 Business 305
 Business 317
 Business 320, 322, 323
 Education 305
 Mathematics 312

Senior

Business 307
 Business elective
 Economics 300
 Education 445, 446, 448
 Education 455, 476
 Elective

*Curriculum for Executive Secretary***
 or General Business*****Freshman*

Art 103 or Music 100
 Biology 123
 *English 101, 102
 Economics 101
 Political Science 101
 Mathematics 100
 Physical Science 101T or
 102T or 103T
 Business 125
 Physical Education 100

Sophomore

Business 307
 Business 317
 **Business 226, 227, 228
 English 200, 206
 History 210, 211
 Physical Education 200

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

**Placement by examination.

***If 10-20 quarter hours are taken in foreign language, the student qualifies for an A.B. degree. See p. 71.

Choice of one (in freshman or sophomore year): Art 103,
Health 100, Music 100, Philosophy 200, Speech 101

Junior

Business 301, 302
Business 303
*Business 320, 322,
320 or Business
and Economics electives
Mathematics 312
Economics 300, 304 or 402

Senior

*Business 324A or
Economics elective
Business 345A
Business or Economics electives
Electives

*Curriculum for Medical Secretary****Freshman*

Biology 123, 124
***English 101, 202
Economics 101
Political Science 101
Chemistry 101
Mathematics 100
Business 125
Physical Education 100

Sophomore

Art 103 or Music 100
****Business 226, 227, 228
English 200, 206
History 210, 211
Physical Science 101T
Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
Health 100, Music 100, Philosophy 200, Speech 101

Junior

Business 303
Business 317
Business 320, 322, 323
Biology 310, 311, 320
Chemistry 331T

Senior

Business 301
Business 307
Business 324B
Business 345B
Psychology 201
Elective

*Shorthand required for Executive Secretary.

**If 10-20 quarter hours are taken in a foreign language, the student qualifies for an A.B. degree. See page 71.

***If English 100 is required, the total number of hours in the General Education Program becomes 79.

****Placement by examination.

*Curriculum for Legal Secretary***Freshman*

Art 103 or Music 100
 Biology 123
 **English 101, 102
 Economics 101
 Political Science 101
 Mathematics 100
 Physical Science 101T or
 102T or 103T
 Business 125
 Physical Education 100

Sophomore

Business 307
 Business 317
 ***Business 226, 227, 228
 English 200, 206
 History 210, 211
 Physical Education 200

Choice of one (in freshman or sophomore year): Art 103,
 Health 100, Music 100, Philosophy 200, Speech 101

Junior

Business 301, 302
 Business 303
 Business 308
 Business 320, 322, 323
 Mathematics 312
 Economics 300

Senior

Business 324C
 Business 345C
 Economics 402
 History 301
 Philosophy 316
 Political Science elective
 Elective

TWO-YEAR BUSINESS RECOMMENDATION

A Two-Year Business Recommendation taking the place of the Two-Year Business Certificate is provided for students who desire to complete their work in less than four years. The Two-Year Business Recommendation is regarded largely as a terminal program; hence, a penalty of as many as ten quarter hours for typewriting and shorthand review work may be applied to the student who goes on to a degree after taking the two-year program. This program cannot be shortened by summer school study. A sophomore requirement to take the National Business Entrance Examination is a prerequisite to the granting of a Recommendation. The fee is moderate and depends on the tests taken.

*If 10-20 quarter hours are taken in a foreign language, the student qualifies for an A.B. degree. See page 71.

**If English 100 is required, the total number of hours in the General Education Program becomes 79.

***Placement by examination.

*Curriculum**Freshman*

- *English 101, 102
- Economics 101
- Political Science 101
- General Education elective
- General Education elective
- **Business 226, 227, 228
- Physical Education 100

Sophomore

- Business 301
- Business 303
- Business 307
- Business 317
- Business 320, 322, 323
or 306, 309, 431
- History 211
- Business elective
- Physical Education 200

BACHELOR OF SCIENCE

PARAMEDICAL AREAS

Those professions closely associated with the practice of medicine are known as paramedical professions. Programs for preparation in four of these areas are offered (three leading to the degree of Bachelor of Science at this institution) and conform to the standards prescribed by national certifying organizations.

Pre-Medical Technology: This institution offers a cooperative program with special schools of medical technology which are accredited by the American Society of Clinical Pathologists. The Bachelor of Science Degree with a major in medical technology is granted by this institution after satisfactory completion of the three-year pre-medical technology program outlined on page 86, completion of a twelve-months program in a school of medical technology recommended by this institution, and acquisition of a Certificate of Registration from the American Society of Clinical Pathologists. Students must register *in absentia* their senior year. *Adviser: Mr. Vincent.*

Pre-Medical Record Library Science: This institution offers a cooperative program in medical record library science with Emory University Hospital School for Medical Record Librarians. A Bachelor of Science Degree with a major in medical record library science will be granted by this institution after satisfactory completion of the three-year program outlined on page 87, completion of the twelve-months program in medical record library science at Emory University Hospital, and acquisition of a Certificate of

*If English 100 is required, the total number of hours in the General Education Program is increased.

**If no typewriting has been taken previously, Business 125, Personal Typewriting, must be scheduled in the summer session preceding the freshman year. Placement in typewriting by examination.

Registration from the American Association of Medical Record Librarians. Students must register *in absentia* their senior year. *Adviser: Mr. Christenberry.*

Pre-Physical Therapy: The Bachelor of Science Degree with a major in physical therapy is granted by this institution after satisfactory completion of the three-year pre-physical therapy program outlined on page 88 and the completion of the senior year at a school of physical therapy accredited by the American Medical Association. *Adviser: Mr. Christenberry.*

Pre-Medical Education: Students are advised to complete the four-year degree program before requesting admittance to the Medical College of Georgia. Pre-medical science requirements are extensive and must be related to the general education requirements. The pre-medical program should be planned under the guidance of the official adviser in order to prevent excessive laboratory courses in the junior year and to enable the student to take the medical college admission test early in the senior year. *Adviser: Mr. Vincent.*

Pre-Nursing Program: The College offers a one or two-year program in pre-nursing, basic to course requirements in institutions offering the degree of Bachelor of Science in Nursing. These programs should be worked out with the faculty adviser. *Adviser: Miss Trawick.*

BACHELOR OF SCIENCE with a major in

MEDICAL TECHNOLOGY

Curriculum

Freshman

*Foreign Language 101, 102
Chemistry 101, 102
**English 101, 102
Mathematics 100 or 201
Choice of two:
Economics 101
Political Science 101
Sociology 101
Physical Education 100

Sophomore

Chemistry 336, 337
English 200
Music 100 or Art 103
Foreign Language 211, 212
History 210
Biology 123, 124
Physical Education 200

*The foreign language requirement for this degree is the same as the requirement for the B.A. degree. See page 71.

**If English 100 is required, the total number of hours in the General Education Program becomes 79.

Junior

Biology 320
 Chemistry 104, 280
 English 206
 Biology 334 or 446
 Physical Science 101T or
 Physics 301, 302 or 303
 Biology 310
 History 211
 Political Science 326 or 421

Senior

The senior year is of twelve months duration and is spent at a school of medical technology approved by this institution and accredited by the American Society of Clinical Pathologists.

BACHELOR OF SCIENCE

with a major in

MEDICAL RECORD LIBRARY SCIENCE

*Curriculum**Freshman*

*Foreign Language 101, 102
 Biology 123, 124
 **English 101, 102
 Political Science 101 and
 Sociology 101
 Health 100 or
 Philosophy 200
 Physical Education 100

Sophomore

Chemistry 101, 102
 Biology 226 or 310
 English 200, 206
 Foreign Language 211, 212
 History 210, 211
 Physical Education 200

Junior

Biology 320
 ***Business Administration 303,
 317, 431
 Philosophy 316
 Speech 208
 Mathematics 312, 331
 Psychology 250

Senior

The senior year is of twelve months duration and is spent at an approved professional school.

*The foreign language requirement for this degree is the same as the requirement for the B.A. degree. See page 71.

**If English 100 is required, the total number of hours in the General Education Program becomes 79.

***Minimum typewriting skill is required.

BACHELOR OF SCIENCE

with a major in

PHYSICAL THERAPY

*Curriculum**Freshman*

Biology 123, 124
 *English 101, 102
 Health 100 or
 Philosophy 200
 Mathematics 100 or 201
 Psychology 201
 Choice of two:
 Economics 101
 Political Science 101
 Sociology 101
 Physical Education 100

Sophomore

Biology 305, 310, 320
 English 200, 206
 Mathematics 201 or 202
 History 210, 211
 Chemistry 101
 Physical Education 200

Junior

Art 103 or Music 100
 Choice of one:
 Biology 311
 Biology 446
 Health 330
 Chemistry 102 or 331T
 Physics 301, 302, 303
 Physical Education 322
 Psychology 250, 448

Senior

The senior year is spent in a school of physical therapy accredited by the American Medical Association.

THE GRADUATE PROGRAMS

The Graduate Programs at The Woman's College of Georgia, open to both men and women, provide advanced study for qualified in-service teachers. The programs, offered primarily in the summer, are designed to improve classroom instruction in the elementary and secondary schools by furthering the education of teachers. The programs culminate in the Master of Education degree or the Specialist in Education certificate and qualify the holder for the appropriate certificate issued by the State Department of Education.

Programs of graduate work at the fifth-year level are provided in elementary education and in the following secondary fields:

*If English 100 is required, the total number of hours in the General Education Program becomes 79.

business administration, English, French, health and physical education, home economics, mathematics, science, social studies, and Spanish. A program at the sixth-year level is offered in the area of elementary education.

Facilities

The Woman's College of Georgia has excellent facilities for the summer graduate program. Practically all graduate courses are scheduled in air-conditioned classrooms.

The Library, which is also air-conditioned, is amply supplied with books and research materials needed for graduate study. The Education Office, located in the Education Building, serves as the office for the director of the graduate program.

A curriculum laboratory is also located in the Education Building. Here, in addition to a substantial number of books on education, are ample collections of current elementary and secondary school textbooks, courses of study, curriculum bulletins, Georgia State Department of Education publications, United States Office of Education bulletins, and a variety of periodicals and pamphlets. Graduate students may avail themselves of these materials, most of which can be checked out.

During the summer the Peabody Laboratory School is not in regular session, but a day camp and enrichment program is usually in operation, as is the Nursery School. Some opportunities for observation are, therefore, available.

Advisory Program

Each student pursuing a graduate program has a major adviser. For elementary teachers, a staff member in the Education Department serves as adviser. For high school teachers the appropriate department head acts in this capacity, calling on personnel in the Education Department when needed.

Summer Activity Program

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators, graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for picnics, tennis, and bicycling while group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students daily.

Saturday and Off-Campus Courses

In an effort to serve the in-service teacher during the year, the College regularly plans a limited number of graduate offerings at

times convenient to the in-service teacher. Courses are usually available on campus on Saturday mornings or at other arranged times at one of the major population areas served by the College. The College eventually hopes to offer a series of courses in designated centers throughout the State. Off-campus courses are taught by resident instructors but do not meet the requirement of thirty hours in residence.

The College also makes available, when demand is sufficient and when staff is available, the sequence of courses which leads to supplementary certification as a supervising teacher. These courses are open only to teachers recommended by the local system and invited to enroll by the College.

REGULATIONS GOVERNING GRADUATE STUDY MASTER OF EDUCATION DEGREE

Admission

For admission to a fifth-year program at The Woman's College of Georgia an applicant must comply with the general requirements prescribed for the University System. In addition, certain specific requirements must be met as follows:

1. The applicant should have completed an undergraduate degree program from an approved institution. The program should show satisfactory preparation to support the proposed graduate program.
2. The applicant should hold, or be eligible for, a professional certificate in the area in which graduate work is contemplated.
3. The applicant should submit a satisfactory score on the National Teacher Examination (Common Examination and Option in Teaching Field) or the Graduate Record Examination.

Admission to Candidacy

Applicants who have met the basic requirements may make application for candidacy for the Master of Education degree. Application should be made no later than the mid-point in the program as thirty quarter hours should be earned after the application has been submitted. Applicants are responsible for initiating this step.

The basic requirements for admission to candidacy for the Master of Education degree are as follows:

1. The applicant should have completed not less than fifteen hours of graduate work at The Woman's College of Georgia, including five hours of a 600 professional education course and five hours in an appropriate content field.
2. The applicant should show evidence of at least one year of successful teaching.
3. The applicant should submit a program of study approved by the major adviser.

In determining approval for candidacy, the Graduate Council will take into consideration such other factors as undergraduate preparation, faculty recommendations, use of oral and written English, test scores previously submitted, and the quality of work done in the graduate program to date.

Three copies of the planned program are submitted with the application for candidacy. When the application is approved, one copy of the program is returned to the applicant, one is sent to the major adviser, and one is retained in the office of the director of the graduate program.

Credit Requirements and Regulations

The credit requirement for the Master of Education degree is sixty quarter hours of course work distributed as follows:

1. Professional Education—20 hours
These twenty hours must include Education 600 (Social Foundations of Education); Education 640 (Advanced Studies in Human Development and Learning); and Education 690 (Curriculum Planning).
2. Subject Matter Field—25 hours
For elementary teachers these twenty-five hours may be taken in two or more elementary teaching fields. For secondary teachers the twenty-five hours must be in the specific field of certification.
3. Electives—15 hours
The fifteen hours of electives may be taken in subject matter courses, professional education, or distributed between the two areas.

Courses carrying a 600 number are exclusively for graduate students. Courses carrying a 500 number are primarily for graduate students but, on occasion, are open to qualified seniors or special students. Courses carrying a 400 number are primarily senior level courses, but in certain instances are approved for graduate credit. Graduate students taking work in such courses will

be expected to do work beyond that required of seniors. A minimum of twenty hours of courses carrying a 600 number must be included in the program, and not more than twenty hours may be taken in courses on the 400 level.

An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents. Pluses and minuses do not affect the average.

All credit applied to the planned program must be completed within the prescribed period of six years.

At least thirty hours of graduate work must be completed in regular college residence. Saturday classes do not meet this resident requirement.

Not more than fifteen hours of Saturday classes or field study will be accepted on the degree program. Not more than ten hours of graduate credit can be earned by in-service teachers during the September-June period.

Not more than fifteen of the sixty hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other requirements specified by The Woman's College of Georgia.

No graduate credit will be allowed for home study courses, extension work, or field workshop.

SPECIALIST IN EDUCATION

Admission

To be eligible for admission to the program leading to the Specialist in Education Certificate applicants must have achieved the minimum National Teacher Examination score required for sixth-year certification as established by the State Department of Education. Only applicants who already hold a T-5 certificate in elementary education will be considered for admission. The approval of the education staff and the dean of the college is also required.

Credit Requirements and Regulations

The program consists of a minimum of forty-five quarter hours of planned graduate study beyond the Master of Education degree.

Each sixth-year program is individually designed in the light of prior course work, the needs and interests of students, and the

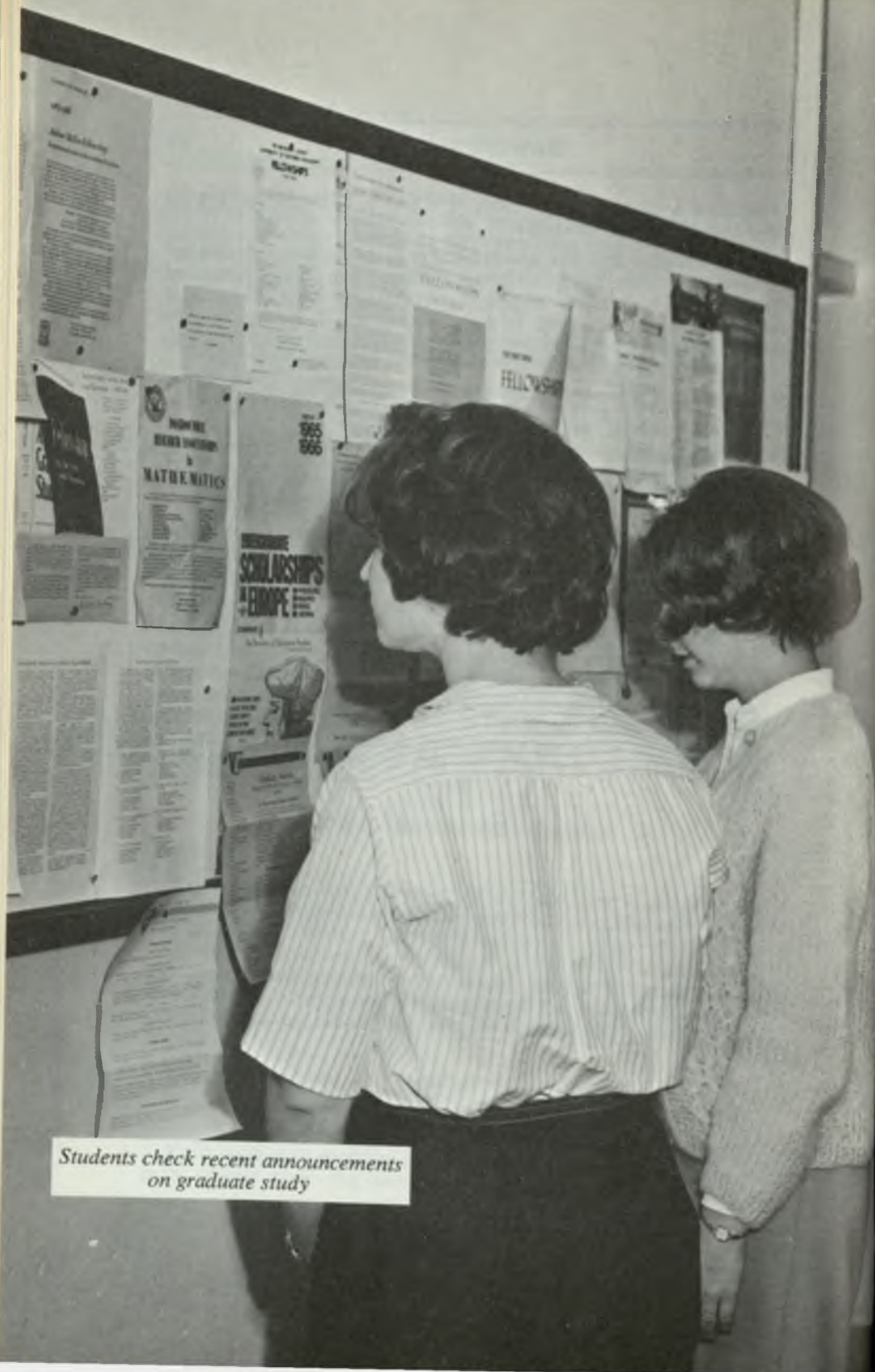
results of a diagnostic examination which is administered during the first quarter of residence.

One hundred and five quarter hours of graduate study are required for a Sixth-Year Certificate: of these sixty quarter hours are planned as a master's degree; the remaining forty-five quarter hours are considered the sixth-year program. The total of one hundred and five quarter hours must be completed within the following framework:

- | | |
|---|------------------|
| 1. Foundations of education | 15 quarter hours |
| 2. Curriculum, methods, problems | 15 quarter hours |
| 3. Research | 10 quarter hours |
| 4. Instructional areas (subject matter) | 50 quarter hours |
| 5. Electives | 15 quarter hours |

Students are subject to the general graduate program regulations described elsewhere with the following additions: only courses carrying a 500 or 600 number are acceptable for a sixth-year program. These courses must have been passed with the grades of A or B.

Not more than ten quarter hours of credit may be earned under the auspices of another graduate institution and transferred into this program. All credit applied to the planned program must have been earned within the period of four years after registration for the first course at the sixth-year level. A research project must be completed as a part of either the fifth or the sixth-year program.



*Students check recent announcements
on graduate study*

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

In general, courses numbered 100 to 299 should be taken during the freshman and sophomore years, and those numbered 300 or above should be taken during the junior and senior years. Any variation from this order must have the approval of the dean of the college, unless such courses have already been included in a particular program.

The work of the College as organized in departments and courses is described on the following pages.

ART

Mr. Gaines (Chairman), Miss Hardy, Mr. Lynes

The Art Department is concerned with the creative, educational, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgments and the sense of order in the several areas of the visual arts. Aside from the purely aesthetic and cultural point of view, the student has the opportunity to explore, experiment, and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, interior design, and independent study.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

Requirements for Major and Minor Concentrations

1. Bachelor of Arts degree with a major in art: general education plus nine courses in art required, including Art 104, 204, 304, 333, 340, 341, 348, and a ten-hour concentration in an area selected by the student.

2. Bachelor of Arts degree with a minor in art: four courses required, including Art 304, 333, 341, and 310 or 335.

3. Bachelor of Science in Education degree with a major in art: general and professional education plus eleven courses in art required, including Art 103 and Music 100, Art 104, 310, 315, 316, 333, 335, 340, 341, and one additional course in related fields selected from Speech 323, History of Music 340, 341, 342, or Physical Education 411 (Dance).

4. Bachelor of Science in Education degree with a minor in art: four courses required, including Art 104, 315 (316 for secondary education), 333, and 340 or 341.

MAMIE PADGETT COLLECTION

In addition to the regular exhibition program the Department of Art maintains an increasingly important permanent collection of original art works. The collection, which is called the Mamie Padgett Collection, numbers over twenty-five works and is added to systematically through donations, gifts, and departmental purchases. The collection is housed in Porter Fine Arts Building and in various public spaces on the campus.

CARNEGIE COLOR SLIDE COLLECTION

The Department of Art has recently acquired the 1500 slide set of *The Arts of the United States*. This collection, compiled by the Carnegie Corporation of New York, provides an excellent guide to art forms of America over the last four hundred years.

STUDENT ART WORK

The Department of Art requires its graduating seniors to show their work in a formal exhibition during the last quarter of their residence. The exhibitions are held in the college gallery. In addition, the Department reserves the right to hold student work for a period of one year following its completion.

103. INTRODUCTION TO ART.

A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciations. Credit, five hours.

104. ART STRUCTURE.

Principles of design, composition, and color fundamentals. Drawing and painting from setups, figure, and landscape. Problems in layout design and lettering. Modelling in clay. Laboratory and lecture. Fee for materials. Credit, five hours.

204. ART STRUCTURE.

Fundamentals of three-dimensional design and basic graphic techniques. Experience in the manipulation of various three-dimensional materials: wood, paper, clay, metal, and synthetics. Problems in block printing and serigraphy. Laboratory and lecture. Fee for materials. Credit, five hours.

304. DRAWING AND PAINTING.

Prerequisite: Art 104.

Picture structure through design and composition. Laboratory and lecture. Credit, five hours.

310-311. CERAMICS.

Prerequisite: Art 204.

Preparation of clay and glazes, testing, handbuilding methods, the potter's wheel, decorative processes, and firing. Lecture and laboratory. Fee for materials. Credit, five hours each course.

315. PUBLIC SCHOOL ART.

Art education for the elementary grades. The role of art in education, psychological assumptions, and an understanding of developmental stages. Includes laboratory in materials, curriculum planning, techniques, and methods of stimulation. Lecture and laboratory. Fee for materials. Credit, five hours.

316. PUBLIC SCHOOL ART.

Art education for the secondary grades. A continuation of Art 315 with curriculum planning and laboratory experience adapted to later developmental stages. Lecture and laboratory. Fee for materials. Credit, five hours.

324-424. INTERIOR DESIGN.

Prerequisite: Art 104.

A study of the materials and methods of interior design. Floor plans and furniture arrangement. Decorative schemes and color. Laboratory experiences in drawing with standardized symbols and model construction. Lecture and laboratory. Fee for materials. Credit, five hours.

329. LETTERING AND LAYOUT.

Prerequisite: Art 104.

A technical approach to fine lettering and layout with problems in poster design, book-jacketing, packaging, and other exercises in the application of this branch of commercial art to present-day advertising. Lecture and laboratory. Credit, five hours.

333. DRAWING.

Prerequisite: Art 304 or permission of instructor.

Intensive study of the human figure through studio experience with models and through analysis of the drawings of the masters. Laboratory and lecture. Credit, five hours.

335-336. CRAFTS.

Prerequisites: Art 104, 204.

Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal-

work, enameling, and stone-setting. Leather-work and other areas of craft by arrangement. Lecture and laboratory. Fee for materials. Credit, five hours each course.

340. ART HISTORY SURVEY.

Ancient and Mediaeval, Renaissance. Credit, five hours.

341. ART HISTORY SURVEY.

Late Renaissance, Modern and American. Credit, five hours.

348. AMERICAN ART.

A study of the development of painting, sculpture, architecture, and allied arts in the United States from the colonial period to the present. Credit, five hours.

444. PAINTING.

Prerequisite: Art 333 or permission of instructor.

Oil and mixed media. Technical consideration of preparation of grounds, mediums. Analyses of the techniques of the masters. Aesthetic consideration of picture structure. Laboratory and lecture. Credit, five hours.

444a. PAINTING.

Prerequisite: Art 444.

Advanced painting. Laboratory and lecture. Credit, five hours.

454. INDEPENDENT STUDY.

An opportunity for qualified students to work on individual problems in advance of the offerings in the curriculum. To be taken only with the approval of the chairman of the department and the dean of the college. Credit, five hours.

BIOLOGY

Mr. Christenberry (Chairman), Mr. Jones,
Mr. Price

Courses in this department are designed to serve general education; to provide a comprehensive view of the life sciences and their relation to human affairs; and to give fundamental training for graduate and professional work.

The departmental major includes: 225, 305, 322, 490, and three additional courses, two of which must be numbered 400 or above.

The departmental minor includes: 225, 305, 322, and one additional course numbered 400 or above.

A science-mathematics major consists of a minimum of ten courses in the area, in addition to the requirements in general education. This program includes Biology 123, 124 or 221, 225, 305, 322; Chemistry 104, 336; Physics 301, 302; Mathematics 201, 202.

Professional Education: Students majoring in this department who desire to teach must also register with the Department of Education in one of the approved programs required for certification. The science-mathematics major is specifically designed for the teacher education program.

123-124. PRINCIPLES OF BIOLOGY.

Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. These courses are prerequisites to the advanced courses. Offered every quarter. Three lectures and four laboratory periods. Credit, five hours each course.

221. GENERAL BOTANY.

Prerequisite: Biology 123.

A study of the important biological principles as illustrated in plant life, with emphasis upon the structures, functions, and ecology of flowering plants. Three lectures and four laboratory periods. Offered alternate years. Offered 1966-67, fall quarter. Credit, five hours.

225. INVERTEBRATE ZOOLOGY.

Prerequisites: Biology 123-124.

A study of invertebrate animal groups from protozoa through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance. Two lectures and six laboratory periods. Offered fall quarter every year. Credit, five hours.

305. COMPARATIVE VERTEBRATE ANATOMY.

Prerequisites: Biology 123-124, 225.

Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected. Two lectures and six laboratory periods. Offered winter quarter every year. Credit, five hours.

310-311. HUMAN ANATOMY AND PHYSIOLOGY.

Prerequisite: Biology 123 or approval of instructor.

A detailed study of the structures of the human body and their functions and pathology. Biology 310 must precede Biology 311. Two lectures and six laboratory periods. Offered winter and spring quarters every year. Credit, five hours each course.

320. MICROBIOLOGY.

Prerequisite: Biology 123.

Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health. Two lectures and six laboratory periods. Offered fall quarter every year. Credit, five hours.

322. ADVANCED BOTANY.

Prerequisites: Biology 123-124.

A survey of the major groups of lower plants with special emphasis upon structure, ecology, development, evolutionary relationships, and classification. Two lectures and six laboratory periods. Offered spring quarter every year. Credit, five hours.

328. ORNITHOLOGY.

Prerequisite: Biology 123.

The biology and identification of native birds. Two lectures and six laboratory periods. Offered alternate years. Offered 1966-67, spring quarter. Credit, five hours.

402-502. FIELD BIOLOGY.

Prerequisites: Forty hours in science. Background in taxonomy advised.

A course designed to acquaint the student with interrelationships of living organisms through use of local field materials. Two lectures and six laboratory periods. Offered alternate years. Offered 1965-66, spring quarter. Offered during summer term for graduate credit only. Credit, five hours.

434. HISTOLOGY.

Prerequisites: Biology 225, 305 and 322.

Preparation and study of plant and animal tissues. Two lectures and six laboratory periods. Offered alternate years. Offered 1966-67, winter quarter. Credit, five hours.

440. GENETICS.

Prerequisites: Biology 225, 305 and 322. Organic Chemistry recommended.

A study of the physical basis of inheritance, the laws of heredity and their relation to man. Four lectures and two laboratory periods. Offered alternate years. Offered 1965-66, fall quarter. Credit, five hours.

442. ECOLOGY.

Prerequisites: Biology 225, 305 and 322.

Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. There will be occasional week-end trips to study outstanding natural areas. Two lectures and six laboratory periods. Offered alternate years. Offered 1966-67, spring quarter. Credit, five hours.

444. VERTEBRATE EMBRYOLOGY.

Prerequisites: Biology 225 and 305.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Two lectures and six laboratory periods. Offered alternate years. Offered 1965-66, spring quarter. Credit, five hours.

446. PARASITOLOGY.

Prerequisites: Biology 225 and 305.

The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals. Two

lectures and six laboratory periods. Offered alternate years. Offered 1965-66, winter quarter. Credit, five hours.

450-550. INDEPENDENT STUDY.

Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department and the dean of the college. Credit, five hours.

490. SEMINAR.

Studies in selected fields of biology. Required of biology majors in junior and senior year. One hour a week, three quarters. Credit, one hour each quarter.

GRADUATE COURSES

500. TECHNIQUES IN THE BIOLOGICAL SCIENCES.

Prerequisite: Forty hours in science.

A course designed to acquaint high school teachers with modern biological techniques selected from such fields as bacteriology, cytology, embryology, genetics, physiology, etc. Two lectures and six laboratory periods. Offered during summer term. Credit, five hours.

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES.

Prerequisite: Forty hours in science.

A course designed to bring high school science teachers abreast of selected modern advances in the biological sciences. Special attention will be given toward developing deeper understandings of some of the fundamental concepts in the biological sciences. Two lectures and six laboratory periods. Offered during the summer term. Credit, five hours.

502. (See BIOLOGY 402-502.)

550. (See BIOLOGY 450-550.)

BUSINESS ADMINISTRATION

Mr. Fuller (Chairman), Miss Anthony,
Mr. Eakins, Mr. Specht

The courses offered in the Department of Business Administration are designed for students desiring to prepare themselves for office or business positions or for teaching business in secondary schools.

General concentrations leading to the degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 81-85. Other related courses, according to the concentration, will be found in the areas of economics, geography, history, mathematics, philosophy, political science, psychology, and science.

BUSINESS

125. INTRODUCTION TO TYPEWRITING.

The development of correct typewriting techniques and the application of typewriting skill to letter writing. No credit.

226.* SKILL-BUILDING AND REVIEW TYPEWRITING.

Designed for students who have had one or more years of high school typewriting and who require further developmental techniques. Credit, five hours.

227.* ADVANCED TYPEWRITING.

Increased development of skill through speed building and job production activities. Credit, five hours.

228.* TYPEWRITING SECRETARIAL PRACTICE AND INTRODUCTION TO BUSINESS.

Production typing of letters, manuscripts, tabulations, business forms, and controlled speed building. Also designed to introduce students to the world of business with its interrelations among consumers, society, and government. Credit, five hours.

301. ACCOUNTING PRINCIPLES.

An understanding of the fundamental principles of accounting as applied to professional and personal-service enterprises. Theory of debits and credits, the trial balance, preparation of various

*Credit is given in typewriting and shorthand only for a concentration in business administration.

business forms and simple statements, opening, adjusting, and closing entries. Credit, five hours.

302. ACCOUNTING PRINCIPLES.

A continuation of course 301, covering partnership and corporation problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries. Four lectures and one two-hour laboratory period. Credit, five hours.

303. OFFICE PRACTICE.

Office duties and responsibilities: elements of filing; introduction to the use of adding, calculating, posting, dictating, duplicating machines, and visual filing. Credit, five hours.

305. METHODS AND MATERIALS OF TEACHING BASIC BUSINESS SUBJECTS.

Designed to provide planning and teaching experiences in the basic business subjects with strong emphasis in the area of general business. Credit, two hours.

306. INTERMEDIATE OFFICE MACHINES.

Specialization in the development of two or more office machines. Credit, five hours.

307. BUSINESS LAW, I.

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods. Credit, five hours.

308. BUSINESS LAW, II.

Laws involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulation. Credit, five hours.

309. ADVANCED OFFICE MACHINES.

The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, 10-key bookkeeping; crank-driven, key-driven and electric calculators; 10-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. Opportunity for certification as an official operator by leading business machine manufacturers. Credit, five hours.

317. BUSINESS CORRESPONDENCE.

Prerequisite: English 102.

The external and internal structure of the business letter: letter forms, building a business vocabulary, spelling, word division, use

of the dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication. Credit, five hours.

320.* BEGINNING SHORTHAND.

The principles of Gregg's Simplified Shorthand and the development of a fair degree of skill in reading and writing from printed shorthand. Credit, five hours.

321.* SKILL-BUILDING AND REVIEW SHORTHAND.

Designed for students who have had one or more years of high school shorthand and who require further developmental techniques. Credit, five hours.

322.* INTERMEDIATE SHORTHAND.

A review of shorthand principles and an introduction to simple new-matter dictation. Credit, five hours.

323.* ADVANCED SHORTHAND AND TRANSCRIPTION.

The development of skill in taking new-matter dictation with emphasis placed on mailable transcripts. Credit, five hours.

324A.* ADVANCED TRANSCRIPTION AND EXECUTIVE SECRETARIAL DUTIES.

High levels of skill in transcription. A consideration of the work of an executive secretary. Credit, five hours.

324B.* MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary. Credit, five hours.

324C.* LEGAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary. Credit, five hours.

345A. PRACTICUM FOR EXECUTIVE SECRETARY.

Arrangement for practical experience as an Executive Secretary in an approved situation. Five to fifteen hours credit.

345B. PRACTICUM FOR MEDICAL SECRETARY.

Arrangement for practical experience as a Medical Secretary in an approved situation. Five to fifteen hours credit.

*Credit is given in typewriting and shorthand only for a concentration in business administration. Credit is given for only one 324 course.

345C. PRACTICUM FOR LEGAL SECRETARY.

Arrangement for practical experience as a Legal Secretary in an approved situation. Five to fifteen hours credit.

431. OFFICE MANAGEMENT.

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision. Credit, five hours.

GRADUATE COURSES**529. IMPROVEMENT OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.**

Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, good personal business traits, and an understanding of what to expect in an office. Credit, five hours.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.

Modern principles of business education in relation to the actual problems that face business teachers in secondary school. Credit, five hours.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS.

The course emphasizes selected subject matter in this area in order to strengthen the background of the graduate student and to improve his instruction of these subjects on a secondary level.

533. IMPROVEMENT OF INSTRUCTION IN OFFICE PRACTICE.

Enrichment of subject matter and skills in office duties, filing, and office machines as well as a survey of modern developments of teaching in this area. Credit, five hours.

To complete the program in business administration students will take one related elective approved by the major adviser.

CHEMISTRY AND PHYSICS

Mr. Vincent (Chairman), Mr. Baarda, Mr. Morris, Miss Trawick

The Department of Chemistry and Physics places major emphasis on creating a basis for an informed opinion regarding developments in physical science. Fundamental training is provided for those who plan to enter science education, graduate work, research, or the medical or para-medical areas.

Major Programs. The department offers a major in chemistry and participates in offering a science-mathematics major. The requirements for a major in chemistry are:

Chemistry 104, 280, 336, 337, 491, 492.

Chemistry 101, 102 may be used if not previously credited for general education.

Minor Programs. A minor program consisting of four courses in addition to the general education program is required. The minor programs offered are:

Chemistry: 104, 280, 336, 337.

Physics: 301, 302, 303, 324.

A science-mathematics major program consists of a minimum of ten courses in the area, in addition to the requirements in general education. This program includes Chemistry 104, 280, 336, 337; Physics 301, 302; two courses in biology and two in mathematics.

Professional Education. Students majoring in the department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

CHEMISTRY

101. GENERAL CHEMISTRY.

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Four lectures and one laboratory period. Credit, five hours.

102. GENERAL CHEMISTRY.

A continuation of Chemistry 101. Designed for those who are planning to continue the work in chemistry and related subjects. Four lectures and one laboratory period. Credit, five hours.

104. QUALITATIVE ANALYSIS.

A study of the reactions of common elements and radicals, including their analyses. Emphasis on equilibrium and solubility products. Three lectures and two laboratory periods. Credit, five hours.

280. QUANTITATIVE ANALYSIS.

Gravimetric and volumetric analysis. Three lectures and two laboratory periods. Credit, five hours.

311. INTRODUCTION TO GEOLOGY.

A study of the earth, its history, its structure, the physiographic processes and their results. Five lectures. Field trips. Credit, five hours.

331T. ORGANIC CHEMISTRY.

A brief study of the chief classes of organic compounds of the aliphatics and aromatics. Designed for students majoring in other departments. Four lectures and one laboratory period. Credit, five hours.

336. ORGANIC CHEMISTRY.

An intensive study of the aliphatic compounds from the standpoint of structure, synthesis, and reactions. Four lectures and one laboratory period. Credit, five hours.

337. ORGANIC CHEMISTRY.

A continuation of Chemistry 336 comprising a study of the aliphatic compounds with emphasis on the aromatic compounds. Four lectures and one laboratory period. Credit, five hours.

451. BIOCHEMISTRY.

The fundamental chemistry of living systems. Four lectures and one laboratory period. Credit, five hours.

491, 492, 493. PHYSICAL CHEMISTRY.

Three courses dealing with the elements of physical chemistry and elementary thermodynamics. Includes solutions, equilibrium and chemical kinetics, molecular structure, electrical conductance and electromotive force, phase rule, colloids, and photochemistry. Four lectures and one laboratory period per week. Credit, five hours each quarter.

PHYSICAL SCIENCE

101T. ELEMENTARY PHYSICS.

A study of the elementary principles of mechanics, heat, sound, light, and electricity. Four lectures and one double laboratory period. No prerequisites. Credit, five hours.

102T. ELEMENTARY CHEMISTRY.

Fundamentals of chemical structure, reactions, and theory as applied to the more important elements and states of matter. Four lectures and one double laboratory period. No prerequisites. Credit, five hours.

103T. ELEMENTARY ASTRONOMY AND GEOLOGY.

The classification of rocks, earth morphology, dynamics, and elements of historical geology are discussed as well as the place of the earth in the universe. Five lecture periods per week. No prerequisites. Credit, five hours.

PHYSICS

301. GENERAL PHYSICS.

A course presenting the fundamental facts of mechanics from the mathematical point of view. Three lectures and two double laboratory periods. Credit, five hours.

302. GENERAL PHYSICS.

Prerequisite: Physics 301.

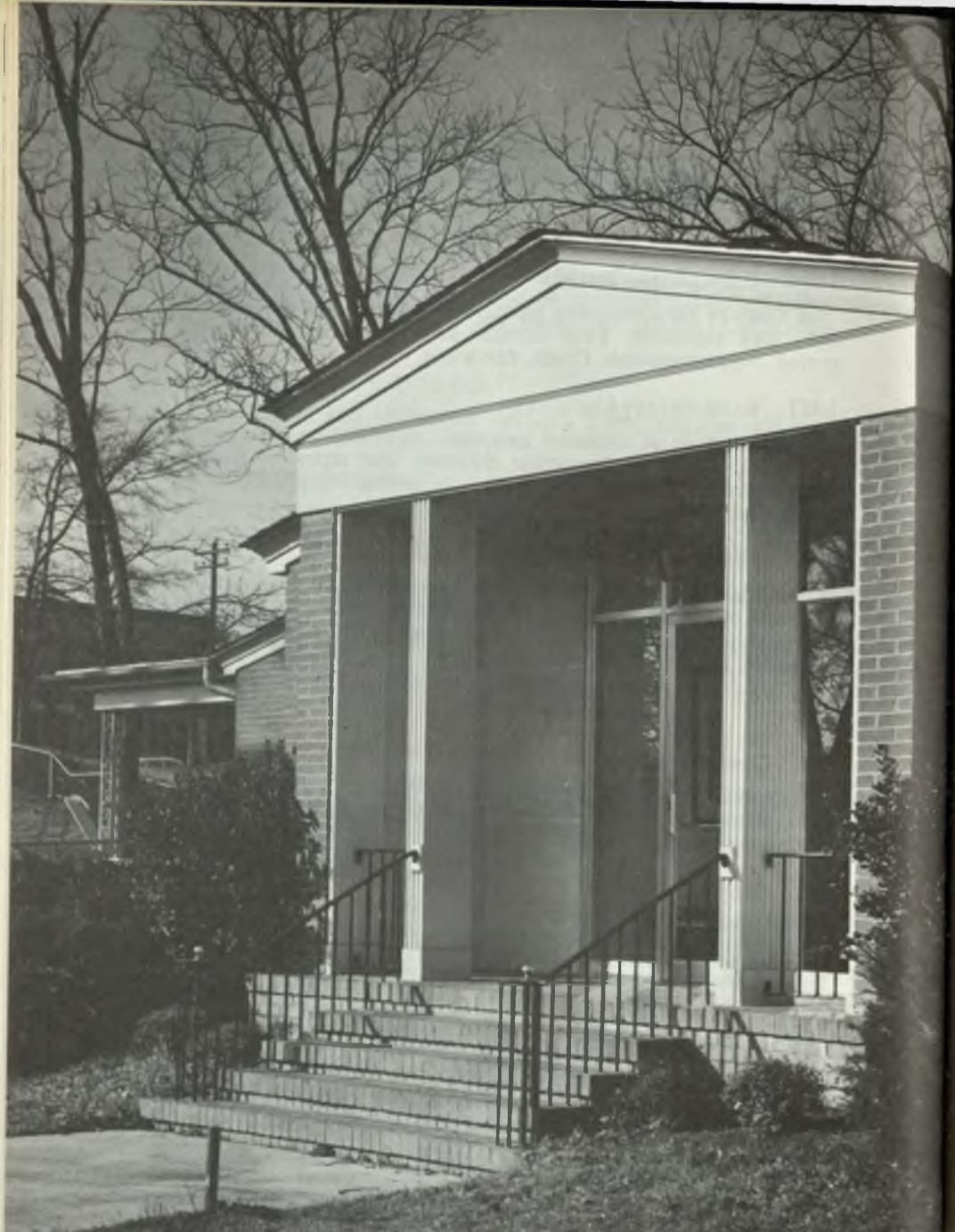
A continuation of Physics 301 dealing with heat and sound. Three lectures and two double laboratory periods. Credit, five hours.

303. GENERAL PHYSICS.

A continuation of Physics 302 covering the subjects of light, magnetism, and electricity. Three lectures and two double laboratory periods. Credit, five hours.

324. ATOMIC PHYSICS.

A study of the structure of the atom, radio-activity, nuclear reactions, line spectra, x-rays, and photoelectric effects. Credit, five hours.



The Nursery School

EDUCATION

Mr. Lounsbury (Chairman), Mr. Britt,
Mrs. Comer, Mrs. Gardner, Mr. Hounshell, Mrs. Ingram,
Mrs. Leyda, Mr. Parker, Mr. Sanders

The primary responsibility of the Department of Education is to provide the professional portion of the various teacher education planned programs which are listed on page 72. Students do not major or minor in education, although the elementary education major is administered through the Department of Education.

204. INTRODUCTION TO EDUCATION.

An introduction to the profession of teaching, its nature and requirements. Includes general information about schools, their historical development, their functions, and their organization. Current issues in education are examined and an acquaintance with professional literature is made. Credit, five hours.

215. GENERAL SCIENCE FOR ELEMENTARY GRADES.

A course designed to enable the elementary major to interpret the environment to the child scientifically. It includes facts of the physical, chemical, and biological sciences appropriate to the elementary school. Students carry out experiments and demonstrations and prepare lesson plans in the several science areas. Three lectures and two double laboratory periods. Credit, five hours.

295. HUMAN GROWTH AND DEVELOPMENT.

An introduction to scientific facts and principles which explain human growth and development; to growth characteristics of childhood and adolescence; and to some of the simpler techniques that a teacher may employ in studying children and youth. Observations of children and youth are a required part of this course. Credit, five hours.

305e. EDUCATIONAL PSYCHOLOGY.

Taken concurrently with Education 355 as part of the elementary education block. (For description of Education 305e, see Education 305s below). Credit, five hours.

305s. EDUCATIONAL PSYCHOLOGY.

An investigation of the learning process, the nature of the learner, and the principles which guide and facilitate learning.

Emphasis is placed upon assisting the students in relating education, psychology, and their selected teaching fields to their purpose for teaching. Credit, five hours.

355. THE ELEMENTARY SCHOOL: CURRICULUM AND METHODS.

Guided observation and extensive participation experiences are the central activity of this course which, together with Education 305e and 451, makes up the professional quarter generally referred to as the "block." During this quarter the student spends at least two hours daily at the Peabody Laboratory School and approximately three hours a day in seminar sessions centering on educational psychology, the general elementary curriculum, and the teaching of the language arts. Offered the quarter prior to student teaching and restricted to those students who have cleared their eligibility for admission to student teaching. Credit, five hours.

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

(For description of course, see Physical Education 365.)

406. THE SCHOOL AND SOCIETY.

A study of social problems affecting American education. A discussion of specific demands made on the school curriculum by social change and the many relationships between school and community. Designed to assist students in developing a philosophy of education. Credit, five hours.

415-16-17. STUDENT TEACHING IN MUSIC EDUCATION.

Application for admission should be made in the first or second quarter of the student's junior year. Credit, five hours each quarter.

419. AUDIO-VISUAL EDUCATION.

A study of audio-visual materials and methods for use in promoting learning. Theory is tested in a laboratory setting by developing skills and techniques in selecting, utilizing, and maintaining the many aids available to the classroom teacher. Credit, five hours.

425-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.

A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus cooperating centers. Eligibility for student teaching is dependent upon clearance of all pertinent requirements, including an overall C average. Application for student teaching should be made during the first or second quarter of the junior year. Credit, five hours each course.

427. DIRECTED OBSERVATION AND PARTICIPATION IN THE NURSERY SCHOOL AND KINDERGARTEN.

Prerequisites: Home Economics 451 and Education 493.

Provides opportunities to observe principles of curriculum development and guidance of children and to function in the teacher role under supervision. Credit, five hours.

428. SEMINAR IN ELEMENTARY EDUCATION.

Taken concurrently with, and as an integral part of, student teaching. Definition and analysis of problems of teaching and evaluation of instructional materials utilized in the student teaching experience. Credit, five hours.

445-446. STUDENT TEACHING IN SECONDARY SCHOOL.

A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus cooperating centers. Application for student teaching should be made during the first or second quarter of the student's junior year. Eligibility for student teaching is dependent upon clearance of all pertinent requirements, including an overall C average. Credit, five hours each course.

448. SEMINAR IN SECONDARY EDUCATION.

Taken concurrently with, and as an integral part of, student teaching. Definition and analysis of problems of teaching and evaluation of instructional materials utilized in the student teaching experience. Credit, five hours.

451. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.

Taken concurrently with Education 355 as a part of the elementary block.

Materials and methods of teaching the language arts, with special emphasis on reading. Credit, five hours.

455. THE AMERICAN HIGH SCHOOL: CURRICULUM AND METHODS.

Designed to prepare prospective secondary school teachers for student teaching and teaching in the high school. The purposes, objectives, and designs of American secondary education are the principal foci of the course. Each student has the opportunity to observe actual secondary-school classes in session. Observations are developed in an organized and directed approach to acquaint the student with the total high school program. Admission to the course is contingent upon acceptance for student teaching. Credit, five hours.

456. EVALUATION AND MEASUREMENT.

(For description of course, see Psychology 456.)

466. SCHOOL-COMMUNITY PROBLEMS IN HOMEMAKING EDUCATION.

(For description of course, see Home Economics 466.)

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

(For description of course, see Home Economics 472.)

476. THE TEACHING OF SECRETARIAL SUBJECTS.

Prerequisites: Education 204, 295 and 305s.

A study of the subject-matter taught in the commercial curriculum in high school, of methods of instruction, and of tests and measurements; lesson plans; examination of commercial textbooks. Credit, five hours.

478. METHODS OF TEACHING NUTRITION.

(For description of course, see Home Economics 478.)

481-82. STUDENT TEACHING IN HOMEMAKING EDUCATION.

(For description of course, see Home Economics 481-82.)

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

(For description of course, see Home Economics 483.)

492, 496, 497. A, B. CURRICULUM WORKSHOP.

A general curriculum course designed for in-service teachers. Prerequisites for the Workshop in lieu of student teaching are satisfactory completion of other professional requirements for certification and at least one year of full-time teaching experience. Teachers who wish to register for this experience in lieu of student teaching should register for: 496 A, B, Curriculum Workshop for Elementary Teachers; or 497 A, B, Curriculum Workshop for High School Teachers. Offered in summer quarter only. Credit, ten hours.

493. EARLY ELEMENTARY EDUCATION.

A course for teachers of young children with emphasis on nursery school and kindergarten; includes subject matter pertinent to this area; methods and techniques for organizing and administering a program and opportunities to plan and develop effective learning situations. Credit, five hours.

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOMEMAKING.

(For description of course, see Home Economics 510.)

515. ART EDUCATION.

Prerequisite: Art 315 or 316 or an equivalent.

A course designed to give the non-art major an insight into the reasoning processes of the artist. Study will center around the creative process as a whole and the considerations which govern the artist in his work. Illustrative materials will be drawn from the major periods of art development, including the present. Laboratory experiences in drawing and painting, crafts or ceramics. Credit, five hours.

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

Prerequisites: Music 100, 321 or 322 or the equivalent.

The survey, selection and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experiences in the elementary classroom. Credit, five hours.

525-526. SCIENCE FOR ELEMENTARY TEACHERS.

The purposes of the course are to help teachers acquire basic knowledge in science appropriate for the elementary grades; to provide laboratory experiences that are essential to understanding science; to study methods and materials for teaching science in the elementary school. Opportunities are provided for laboratory experiences through the Peabody Science Center. Credit, five hours each course.

530. SCIENCE EDUCATION FOR THE HIGH SCHOOL.

A course for prospective and current teachers of science in the secondary school. While opportunity is offered for reviewing the subject matter content of general science, biology, physics, and chemistry, the primary emphasis is on developing materials and methods essential to successful science teaching. Individualized instruction is stressed and opportunities are provided for observation and participation in science classes and laboratories. Credit, five hours.

564. METHODS OF HOMEMAKING ADULT EDUCATION.

(For description of course, see Home Economics 564.)

585. DIRECTING AND EVALUATING STUDENT TEACHING.

The first of the three-course sequence for supervising teachers. Prerequisites for the course include a bachelor's degree, a professional certificate, and two years of successful teaching experience. Open to supervising teachers by invitation only. This course provides selected teachers with information, skills, and understand-

ings required for effective supervision of student teachers. Credit, five hours.

586. INTERNSHIP FOR SUPERVISING TEACHERS.

Offered to supervising teachers who have completed the initial course, Education 585, this field course is a cooperative undertaking among interns and college representatives. During the intern experience the supervising teacher works with a student teacher from the College and carries out a plan to improve her teaching. Credit, five hours.

587. SEMINAR IN SUPERVISION.

The third graduate course of the three-course sequence for supervising teachers. Enrollment limited to teachers who have completed Education 585 and Education 586. The seminar provides an opportunity for experienced supervising teachers to: pursue follow-up studies of student teachers; investigate current literature and research in the student teaching area; design plans and instruments to increase skills of guiding and evaluating student teaching; and guide a student teacher for one quarter during the year of seminar enrollment. Credit, five hours.

600. SOCIAL FOUNDATIONS OF EDUCATION.

In this course the pertinent contributions of the social sciences are focused upon the significant issues and problems of education. Materials from the fields of sociology, cultural anthropology, economics, social psychology, and educational sociology are used to help the student understand the issues in the local school situation and to see how these problems are related to the national and world situations. Credit, five hours.

605. CURRICULUM PROBLEMS IN HOME ECONOMICS.

(For description of course, see Home Economics 605.)

620. PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF EDUCATION.

An analysis of educational philosophies in their historical context. The over-arching purpose in the course is to understand the practices and policies in education by searching for their antecedents both philosophical and historical. Credit, five hours.

628. SEMINAR IN ELEMENTARY EDUCATION.

Provides opportunities for the in-service teacher to analyze issues, theories, and practices in elementary education. Through discussion, investigation, and critical analysis of practices and

research reports the student seeks ways to improve classroom procedures. Required of sixth-year students. Credit, five hours.

630. EDUCATIONAL RESEARCH.

Planned for in-service classroom teachers, this course seeks to develop an appreciation for, and an adequate competence in, basic procedures and methods of educational research. In addition, students are assisted in becoming familiar with existing research, the resources which report it, and the implications for classroom teaching. Each student develops a field action research plan. Credit, five hours.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH.

Prerequisite: Education 630.

When the plans for the research project are finalized and approved by the director of the graduate program, the student may register for Education 635. The project would be carried out during the regular school year under the supervision of a college instructor and would include securing and handling data, drawing appropriate conclusions, and reporting on the entire project in an appropriate and scholarly manner. Credit, five hours.

640. ADVANCED STUDIES IN HUMAN DEVELOPMENT AND LEARNING.

A comprehensive view of human growth, development, and learning with emphasis upon the recent literature of these fields; a study of methods that may be used to assess the developmental status of individuals and to study human relations in the classroom; the influence of the newer research findings in human development and learning for the educational program. Credit, five hours.

648. SEMINAR IN SECONDARY EDUCATION.

Provides opportunities for the in-service teacher to analyze issues, theories, and practices in secondary education. Through discussion, investigation, and critical analysis of practices and research reports, the student seeks ways to improve classroom procedures. Credit, five hours.

650. JUNIOR HIGH SCHOOL EDUCATION.

A consideration of the total field of junior high school education, its historical development, its present status, its special problems and programs. Suitable for educators who work in the junior high years, grades seven, eight, and nine, no matter in what organizational pattern. Credit, five hours.

680. PRINCIPLES AND PRACTICES OF GUIDANCE.

Provides an introduction to the field of guidance. The principles underlying the guidance of children and youth in elementary and high school are studied in their relationship to developmental needs. The role of guidance in the overall school program is considered and the specific services found in effective guidance programs are presented. Credit, five hours.

690. CURRICULUM PLANNING.

Broadens the teacher's general understanding of curriculum development, trends, and issues; deepens his personal philosophy of education; and increases his professional competence in curriculum planning. Consideration is given to newer developments in curriculum organization such as team teaching and ungraded units. Credit, five hours.

ENGLISH AND SPEECH

Miss Walston (Chairman), Mr. Dawson, Mrs. Ferrell,
Mr. MacMahon, Mr. Maloon, Miss Maxwell,
Mrs. Tate

The Department of English and Speech attempts to develop in the student the ability to express her thoughts well and to aid her in acquiring a broader culture and a deeper social understanding through familiarity with literary masterpieces.

The department offers a major in English and a minor in English and in Speech. Requirements are as follows:

Major: English—321, 350, 360, 411, 412, and an elective at the senior college level. A minor consisting of four courses in a related field must be approved by the head of the department. Minors in speech, languages, library science, history, and philosophy are recommended. The courses in English required in the freshman and sophomore years are prerequisite to a major or a minor in English.

Minor: English—350 or 360, 411 or 412, and two additional courses at the senior college level. They must be approved by the head of the department.

Speech—208, 309 or 310, and two other courses at the senior college level.

Professional Education—Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs required for certification.

ENGLISH

The courses in Freshman English required of a student vary with her ability as demonstrated by her scores on standard tests. Students making sufficiently high scores will be exempt from English 100. Students making still higher scores will be exempt from English 101. All students must take English 102. English 100 carries academic credit of three hours. English 101 and 102 carry five hours each.

100. GENERAL COLLEGE COMPOSITION.

Fundamentals of sentence structure and those elements of grammar necessary to the organization of clear and cogent sentences. Drill in basic mechanics. As much attention as time permits devoted to the improvement of reading skills. Credit, three hours.

101. GENERAL COLLEGE COMPOSITION.

A course concerned with the problem of making language effective and therefore emphasizing accurate wording, well contrived sentences, and sound organization of ideas. Concentrated attention on a few important literary selections. Credit, five hours.

102. GENERAL COLLEGE COMPOSITION.

Continuation of English 101 with stress on composition requiring more complex organization. Analysis of varied types of prose to aid the student in seeing organization as a vital rather than a mechanical thing. Practice in writing a documented paper. Credit, five hours.

200. LITERATURE OF THE WESTERN WORLD.

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations. Credit, five hours.

201. LITERATURE OF THE WESTERN WORLD.

A continuation of English 200 with readings selected from the modern Continental literatures—French, German, Russian, etc. Credit, five hours.

206. ROMANTIC POETRY.

The poetry of the major writers. As much attention to critical theory and historical background as time permits. Credit, five hours.

314. CHILDREN'S LITERATURE.

Designed for those who expect to teach in grades one to seven. Made up of poetry, plays, stories, and longer prose units for enjoyment and for background material. Not a part of an English major or minor program. Credit, five hours.

321. SHAKESPEARE.

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of seven of his major plays and supplementary reading in background. Credit, five hours.

332. THE ENGLISH NOVEL.

A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to the present. Credit, five hours.

350. AMERICAN LITERATURE.

A study of representative writings from the early records of colonization to Walt Whitman, emphasizing the authors that best interpret the principles basic in American life and thought. Credit, five hours.

360. AMERICAN LITERATURE.

A critical evaluation of the major American writers from Whitman to the present. Representative selections interpreted in the light of dominant tendencies in the social and intellectual life of the times with special focus on the rise of Realism, the emergence of the West, the quest of social justice, and the development of Naturalism. Credit, five hours.

411. CHAUCER, SPENSER AND MILTON.

Selections from three major works: *The Canterbury Tales*, *The Faerie Queene* and *Paradise Lost*. Credit, five hours.

412. THE EIGHTEENTH CENTURY.

A continuation of English 411 concentrating on the major figures from Dryden through Dr. Johnson. Credit, five hours.

434. CONTEMPORARY POETRY.

A study of contemporary British and American poetry with an attempt to show the mood and the content of the poems, to trace by specific study the influence of nineteenth century thought on present-day writers, to appraise the literary tendencies of the age, and to aid in the formation of intelligent judgments. Credit, five hours.

438. VICTORIAN LITERATURE.

The poetry of the major writers and the prose of such representative figures as reveal the social and scientific background of Victorian England. Credit, five hours.

GRADUATE COURSES

511. MILTON AND SEVENTEENTH CENTURY POETRY.

A study of *Paradise Lost*, *Samson Agonistes* and selected minor poems of Milton and of representative poetry from Donne to Marvel. Credit, five hours.

521. BACKGROUNDS OF LITERATURE.

A philosophical approach to literature as an art form, centering upon the values implicit in this expression of our culture and the ways in which they can be realized by students. Intensive study of a few masterpieces according to principles that will carry over to other reading. Credit, five hours.

522. THE LANGUAGE SKILLS.

An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of the most effective means of presenting them to students. Extensive reading in the more recent studies of the teaching of grammar and composition. Credit, five hours.

531. SHAKESPEARE.

An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view. Credit, five hours.

534. CONTEMPORARY POETRY.

A study of contemporary British and American poetry for the purpose of understanding and appraising twentieth century trends in literature and for gaining a more poignant awareness of literature as a repository of man's most sensitive thinking. Credit, five hours.

537. THE ROMANTIC POETS OF ENGLAND.

An intensive study of the major poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Credit, five hours.

538. TENNYSON AND BROWNING.

A study of Tennyson and Browning and their relation to the life and thought of the nineteenth century. Credit, five hours.

539. CHAUCER AND HIS AGE.

A detailed study of *The Canterbury Tales* with a glance at the minor poems. Focused upon the background of the life and literature of the Renaissance. Credit, five hours.

541. SOUTHERN LITERATURE.

Southern Literature of the last hundred years with emphasis upon regional factors as related to the body of our national culture. Credit, five hours.

SPEECH

Students working toward a minor in speech will be expected to attain a reasonable degree of proficiency in speaking and oral reading. They will have the opportunity to add practical experience to their classroom theories by working on College Theatre plays, staging other campus programs, and participating orally in clubs and organizations.

101. FUNDAMENTALS OF SPEECH.

A study of the basic principles governing all effective speaking: conversation, group discussion, public speaking, and reading. Emphasis will be placed on the individual's specific problems in achieving good oral communication with opportunity for practical application of the principles learned. Offered as a freshman elective. Not part of a speech minor. Credit, five hours.

208. VOICE AND DICTION.

Development of effective speaking habits for everyday speech situations. Practical training for improvement of voice and diction. Voice recordings. Credit, five hours.

309. PUBLIC SPEAKING.

Prerequisite: Speech 208 or consent of instructor.

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery stressed. Credit, five hours.

310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

Training in the art of reading aloud. Transmission of the author's meaning through voice and body. Credit, five hours.

323. PLAY PRODUCTION.

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on College Theatre productions. Credit, five hours.

400. INDEPENDENT STUDY FOR MINORS.

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and the dean of the college required for registration. Credit, five hours.

423. DIRECTING.

Prerequisite: Speech 323 or consent of instructor.

Theory and techniques of directing plays. Consideration of the director's problems in selecting, casting, rehearsing, and presenting the play. Laboratory productions under student directors. Credit, five hours.

HEALTH AND PHYSICAL EDUCATION

Mrs. Jacobs (Chairman), Mrs. Burke, Miss Donahoo,
Mrs. Ireland, Miss McIver, Miss Osborne, Miss Payne,
Miss Poindexter

The Department of Health and Physical Education seeks to offer:

- (1) A sound professional preparation for students interested in teaching, coaching, camping, and in recreational leadership.
- (2) A program for non-majors that will enable each student to achieve maximum fitness in mind and body through the development of creativity, recreational and safety skills, and health attitudes and practices.
- (3) A training program for elementary education majors in the area of teaching children in health and physical education.

Students who wish to teach health and physical education in the public schools or to secure basic preparation in the fields of recreation and physical therapy should take the special curriculum leading to the degree of Bachelor of Arts or Bachelor of Science in Education.

Major Programs. The department offers a major in health and physical education. The requirements for the major are given on pages 76 and 77.

Minor Programs. The minor programs offered are:

Health: Health 100 and any four additional upper level courses.

Dance: Physical Education 316 A,B,C, 411, 416 A,B,C, and Philosophy 315.

100. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN.

Selected and adapted to students' interests and needs. The following activities are offered: *Sports*—soccer, speedball, hockey, volleyball, basketball, badminton, bowling, archery, tennis, fencing, softball, golf, swimming, aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard. *Dance Activities*—social dancing, folk dancing, and modern dancing. *Gymnastic Activities*—group developmental gymnastics, self-testing activities, tumbling, rebound tumbling, and individual corrective gymnastics for organic and postural cases. Three periods a week throughout the year. Credit, one hour each quarter.

110. BEGINNING AND INTERMEDIATE PRACTICES IN PHYSICAL EDUCATION.

A course taking the place of Physical Education 100, offering more intensive instruction in physical education activities. Open only to freshmen anticipating physical education as a major or minor. Five periods a week. Credit, two hours each quarter.

200. PHYSICAL EDUCATION ACTIVITIES FOR SOPHOMORES.

Selected and adapted to students' interest and needs. The activities offered are similar to those in Physical Education 100. Two periods a week throughout the year. Credit, one hour each quarter.

210. ADVANCED PRACTICE IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 100 or 110.

A course taking the place of Physical Education 200 offering special intensive instruction in physical education activities. Open only to sophomores anticipating physical education as a major or minor. Five periods a week throughout the year. Credit, three hours each quarter.

300. ADVANCED SWIMMING AND LIFE-SAVING.

Instruction and practice in advanced swimming strokes and diving; theory and practice in Red Cross Life-Saving with the official test at the end of the course. Senior or instructor rating may be procured. Includes safety measures for swimming. Credit, three hours.

301. PHYSICAL EDUCATION ACTIVITIES FOR JUNIORS AND SENIORS.

An elective course for upper classmen interested in developing skill or competency in a selected activity (tennis, golf, archery, dance, swimming). Two hours a week. Credit, one hour each quarter.

312. THEORY AND PRACTICE IN STUNTS, TUMBLING AND GYMNASTICS ACTIVITIES.

Prerequisites: Physical Education 210 and 322.

A study of the content and methods of presentation of developmental gymnastics, free exercises, marching, fencing, and self-testing activities in meeting the fundamental body needs of large teaching groups. Credit, three hours.

313. THE TECHNIQUES OF SPORTS—PART ONE.

Prerequisites: Physical Education 110 and 210.

A study and practice of the principles and techniques involved

in organizing and administering the team sports program in physical education. Emphasis is placed on volleyball, basketball, and speedball with the opportunity of qualifying for national ratings in officiating of volleyball and basketball. Four lectures and four laboratory periods. Offered fall quarter. Credit, five hours.

314. THE TECHNIQUES OF SPORTS—PART TWO.

A study and practice of the principles and techniques involved in track and field and the individual sports as part of a physical education program. Offered spring quarter. Credit, three hours.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL.*

Prerequisites: Physical Education 100 and 200.

A study of the principles, materials, and methods involved in organizing and teaching physical education in the elementary and junior high school, supplemented by observation and practice teaching. Primarily for non-major undergraduate students planning to teach in the elementary or junior high schools. Four class periods a week and two periods of teaching at the demonstration school. Credit, five hours.

316. A, B, C. ELEMENTARY DANCE COMPOSITION.

Prerequisites: Physical Education 100, 200 and membership in the Modern Dance Group. (Minors in dance are required to take all three quarters.)

A study of various qualities of movement and of art principles that help to organize movement into sequences and of the creative process whereby movement can become expressive. Three hours a week throughout the year. Credit, two hours each quarter.

322. KINESIOLOGY.

Prerequisites: Biology 310 and 311.

A study of the joint and muscular action involved in fundamental body movements and the common motor activities in physical education. Credit, five hours.

331. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 322.

The analysis and practice of procedures for determining organic fitness, motor capacities, and abilities as they relate to participa-

*Majors will take Education 365. See page 112.

tion in physical education activities. Special attention to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. Credit, three hours.

365. PHYSICAL EDUCATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL.

The study and practice of the physical education activities characteristic of the elementary and junior high school grades and suitable for use in the gymnasium and on the playground. Also the study of age characteristics from the standpoint of physical development and play interests and of the problems of playground organization and administration. Credit, five hours.

370. CAMP LEADERSHIP.

Introduction to the field of camping, the types, philosophies and practices. Camp craft, outdoor recreation and program are explored with emphasis on leadership. (A course designed for anyone interested in camping.) Credit, five hours.

411. MATERIALS AND METHODS IN TEACHING DANCE.

Prerequisite: Physical Education 210.

A study of the materials and creative methods for the teaching of dance with particular emphasis upon social, folk, square, and modern dance. A special study is made of the principles and philosophy of dance as an educational force, its related art forms, and its development and organization in the curriculum of today. Five periods a week. Credit, five hours.

416. A, B, C. ADVANCED DANCE COMPOSITION.

Prerequisites: Physical Education 316 A, B and C, plus membership in the Modern Dance Group.

A continuation of the elementary dance composition using more complex forms and projects. Three quarters required for a minor in dance unless excused by department head. Three hours a week throughout the year. Credit, two hours each quarter.

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes study of the philosophy and historical development of play and recreation; the scope of recreational expressions; supporting and controlling agencies; leadership and organization of programs in the community and nation today. Credit, five hours.

430. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.

A study of the historical background, principles, and objectives of physical education in its relationship to education as a whole. Credit, three hours.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.

Prerequisites: Education 365 and Physical Education 313, 314 and 411.

A critical analysis of problems involved in the organization and administration of the total health and physical education program. Emphasis upon such problems as facilities, equipment, program, leadership, administrative devices, departmental policies, professional organizations, and departmental relationships. Credit, five hours.

GRADUATE COURSES**500. METHOD AND MATERIALS IN DIRECTING FOLK AND SQUARE DANCE.**

Attention in this course is given to teaching needs and to program and recreational planning. Credit, five hours.

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION OR RECREATION.

A survey of current problems and trends in these fields. Students will be offered an opportunity for independent investigations and research. Credit, five hours.

575. CURRICULUM PLANNING IN HEALTH AND PHYSICAL EDUCATION.

A study of curriculum needs, program planning, and the actual setting up of curricula to meet secondary school demands and interests. Credit, five hours.

670. PRINCIPLES AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION AND RECREATION.

A study of the basic physiological, psychological, and sociological background of the modern program with applications to society and education. Credit, five hours.

HEALTH**100. PERSONAL AND COMMUNITY HEALTH.**

A study of scientific health knowledge which aims toward an understanding of the student in the preservation and promotion

of personal health and in the protection offered in governmental and group activities of the community. Discussion of normal body function presents facts which are needed in the personal care of the body and in the establishment of health habits, behavior, and attitudes. Credit, five hours.

325A. SCHOOL HEALTH AND HEALTH EDUCATION.

A study of school health problems, teacher training in health-service programs, and all other basic practices and procedures in health education. An introductory course for teachers with emphasis placed on elementary school methods. Credit, five hours.

325B. SCHOOL HEALTH AND HEALTH EDUCATION.

(See description of Health 325A.)

Health 325B is for elementary education majors only. Credit, three hours.

330. SCHOOL HEALTH SERVICES FOR HEALTH EDUCATION AND PHYSICAL EDUCATION.

A study of healthful school living, including communicable disease control, the scope, techniques and follow-up program of the health examination, and clinical practice of standard techniques in testing and examination. Special study is made of faulty postural conditions of the back and feet and of certain other muscular and organic abnormalities with a consideration of their treatment through exercise and massage. Credit, five hours.

333. FIRST AID AND SAFETY EDUCATION.

The study, practice, and application of the standards and accepted principles of first aid. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangements with the American Red Cross. Credit, five hours.

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION.

A course including the study of the principles of sanitary science and preventive medicine with their application to home, school, and community problems. Aspects of local, state, and federal public health legislation and programs are studied. Credit, five hours.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100 and 340 or equivalents.

Materials, methods, and techniques in the health education program in the secondary school. Observation of students in the

laboratory school; preparation of tentative courses of study in health. To be followed by practice teaching. Credit, five hours.

GRADUATE COURSE

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION.

A course providing opportunity for students to broaden their knowledge of scientific facts and effective health practices pertinent to personal, family, and community health problems. Credit, five hours.

HOME ECONOMICS

Miss Sneed (Chairman), Miss Gilbert, Mrs. Ingram, Miss Ivey,
Miss Jones, Miss Maynard, Mrs. Smith

The Department of Home Economics offers two degree programs as follows:

1. An A.B. degree with majors in (a) homemaking education, (b) institutional management, and (c) general home economics; and

2. A B.S. degree in Home Economics with majors in (a) homemaking education, (b) institutional management, and (c) school lunchroom management and supervision.

The purposes of the department are to prepare students for the profession of home economist and to develop skills, attitudes, and appreciations which will enable them to live as members of a family and society. A large part of the program is devoted to the education of young women in fundamentals that make for better personal and family living. Those who wish to secure the Bachelor of Arts Degree must satisfy the requirements for a foreign language and should plan the program with the head of the department.

120. CLOTHING FOR THE INDIVIDUAL.

A beginning course including figure analysis and selection of appropriate dress for all occasions. Basic principles of construction are applied in making simple garments. Two to three lectures and one to two two-hour laboratory periods. Credit, three to five hours.

215. FOUNDATIONS OF FOOD PREPARATION.

A study of the basic scientific concepts of food preparation and meal planning in relation to quality, nutritional need, and food consumption. Effective use of time, energy, money, and equipment are applied to meal planning and preparation. Laboratory fee, \$5.00. Credit, five hours.

224. TEXTILES AND MERCHANDISE INFORMATION.

A study of fibers and fabrics used in wearing apparel with emphasis on determining quality in merchandise. Credit, five hours.

293. FUNDAMENTALS OF FAMILY LIFE.

A study of personal and social problems which arise in connection with the establishment of the family. Credit, five hours.

311. FAMILY CLOTHING PROBLEMS.

Prerequisite: Art 104 and Home Economics 120 and 224.

A study of the family clothing needs with consideration of socio-economic and psychological factors. Practical experience is given in planning, selecting, constructing, and buying clothes for the family. Three lectures and two double laboratory periods. Credit, five hours.

314. HOUSE FURNISHINGS.

An application of principles of art, economics, sociology, and psychology is made to the furnishing of the house. Practical problems in interior design are included. Three lectures and two double laboratory periods. Credit, five hours.

324A. FOODS AND NUTRITION.

Prerequisites: Chemistry 101 and 331T.

Food nutrients and basic nutrition principles are applied to the functions of food in the body. An evaluation is made of food practices and an ability is developed to plan and select adequate diets. Credit, five hours.

324B. FOODS AND NUTRITION.

Basic nutrition concepts are applied to individual, family, and the elementary school lunch program. Learning experiences, experimental studies, and teaching materials for elementary pupils are included. For elementary education majors. Credit, three to five hours.

326. ADVANCED FOODS.

Prerequisite: Home Economics 215.

Students have opportunities to investigate research findings basic to underlying principles of food preparation. Individual experimentation and studies are made of the various aspects of food. Students observe and experience food demonstration techniques. Two double laboratory periods and one lecture. Laboratory fee, \$5.00. Credit, three hours.

331. HOME MANAGEMENT AND FAMILY FINANCE.

A study of the managerial, economic, and of some of the social problems of the home and family. Parallel with residence in the home management house. Credit, five hours.

332. EQUIPMENT FOR THE HOUSE.

An understanding is obtained of the basic principles underlying the operation, performance, and the selection and use of household

equipment. One lecture and two double laboratory periods. Credit, three hours.

341. QUANTITY FOOD PRODUCTION.

Principles of organization and management are applied to the production of food in large quantities. Experience is provided in the use of institutional equipment in food preparation. Credit, five hours.

412. TAILORING.

Prerequisite: Home Economics 311.

A critical analysis, evaluation, and applications of the major principles involved in tailoring as a basis for understanding clothing construction. Credit, five hours.

421. ADVANCED FOODS FOR SPECIAL OCCASIONS.

Prerequisites: Home Economics 324 and 326 or permission of department.

Emphasis is given to organization and management of meals. Research findings pertaining to the scientific and artistic aspects of food for various occasions are applied. Three lectures and two double laboratory periods. Laboratory fee, \$5.00. Credit, five hours.

424. ADVANCED NUTRITION.

Prerequisites: Home Economics 324 and Chemistry 331T.

A study of the chemical and physiological processes and functions of specific nutrients in meeting the nutritional needs of the body. Recent research in nutrition is emphasized. Credit, five hours.

425. DIET AND DISEASE.

Prerequisites: Chemistry 451, Home Economics 424 and Biology 310 and 320.

A study of impaired digestive or metabolic conditions. Adaptation of the diet as a prevention or treatment of these diseases. Three lectures and two double laboratory periods. Credit, five hours.

432. HOUSE RESIDENCE.

Prerequisites: Home Economics 324 and 326.

Application of principles of management through residence in the home management house. Number of total credits should be limited to fifteen hours during the quarter in which this course is

taken. Parallel with Home Economics 331. Open to seniors. Credit, three hours.

443. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Principles of scientific management of such food and living units as the hospital, school lunchroom, student residence, and commercial units. Emphasis on business organization, employer and employee relationships, and keeping of records. Field trips to various types of institutions. Credit, five hours.

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 443.

Individual and group investigation of problems in institutional management. Training and practical experience in the food service department and residence halls. Conferences and reports at appointed hours and four double laboratory periods. Elective for institutional management majors. Credit, five hours.

446. FOOD PURCHASING.

Prerequisite: Home Economics 443.

A study of the market organization, wholesale market functions, and the purchase of food for institutional use. Emphasis on factors determining quality, grade, and cost. Three lectures and two double laboratory periods. For institutional management majors of senior rank. Credit, five hours.

451. CHILD GUIDANCE.

A study is made of current concepts of growth and development and of factors which contribute to the physical, intellectual, social, and emotional development of young children. Includes: (1) observation and interpretation of children's behavior at various stages of development, and (2) participation in guiding them in their activities in the Nursery School. Credit, five hours.

454-554. INDEPENDENT STUDY.

An opportunity for advanced study in any area of concentration in the home economics field. Open to home economics seniors and graduate students with the approval of the chairman of the department and the dean of the college. May be taken as one or one-half course. Credit, three to five hours.

466. SCHOOL-COMMUNITY PROBLEMS IN HOMEMAKING EDUCATION.

Prerequisites: Education 204 and 305 and a general average of C.

A study of the responsibilities and activities of the home economics teacher in the extended school program. Consideration of such problems as planning and developing adult education programs, promoting and vitalizing home experiences, and developing guides for F.H.A. programs in typical communities in Georgia. Hours of observation in selected communities to be arranged. Credit, three hours.

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

Prerequisites: Education 204 and 305 and a general average of C.

An exploration of instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults. Recognition is made of the relation of homemaking to the entire school program and community. Students select, evaluate, organize, and develop teaching materials for adolescents and adults. Observation in selected schools to be arranged. Credit, five hours.

478. METHODS OF TEACHING NUTRITION.

Prerequisite: Education 305.

A study of the teaching of nutrition: analysis and evaluation of materials and methods for courses in nutrition. Credit, five hours.

481-482. STUDENT TEACHING IN HOMEMAKING EDUCATION.

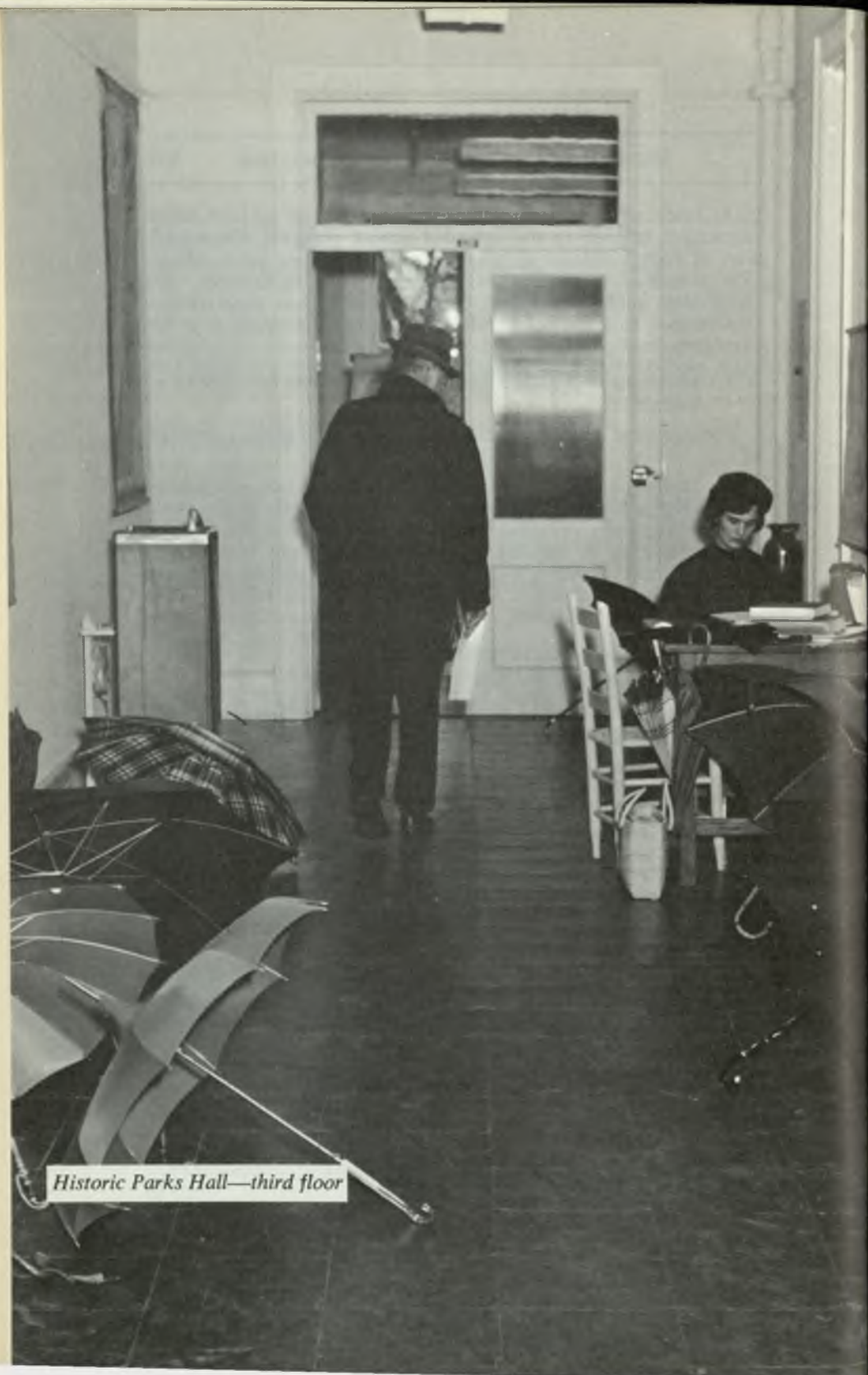
Prerequisites: Education 472 and a general average of C.

Gradual induction in assuming the responsibilities of the resident teacher, day school classes, extra curricular activities; contacts with the community; evaluation of all experiences in the teaching center. A double course. Credit, five hours each course.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-82.

A study of the needs of different age groups of typical Georgia communities and of the world today as a basis for planning programs of work suitable for various community groups. Credit, five hours.



Historic Parks Hall—third floor

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOMEMAKING.

Prerequisites: Education 472, 481-2-3 or permission of department.

This course deals with trends in homemaking education, methods of teaching homemaking, and methods of evaluating instruction. Credit, five hours.

515. NEW DEVELOPMENTS IN CLOTHING AND TEXTILES.

Prerequisites: Home Economics 224, 311 or permission of instructor.

A survey of new developments in the fields of clothing, textiles, merchandise, and an examination of research and practical research problems in the field. Credit, five hours.

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS.

Prerequisite: Home Economics 324 or equivalent.

An intensive review of the fundamentals of nutrition. Special consideration will be given to problems of feeding families in the low income group and to common diet deficiencies. Study of problems involved in the improvement of nutritional practices in the community. Credit, five hours.

531. PROBLEMS OF FAMILY FINANCE.

An analysis is made of the financial problems throughout the family life cycle and some possible ways of handling them. Such topics as human resources, savings, economic protection, credit, risks, values of taxation, related legislation, and the effect of the economy on the individual and family will be considered. Credit, five hours.

535. PROBLEMS IN FAMILY HOUSING.

Prerequisite: Home Economics 314 or equivalent.

The course deals with renting, buying, building, and financing housing. It includes family and community housing problems in the South, planning of housing for family needs, making the most of existing housing resources, and legal aspects of home ownership. Research reports, special consultants and resources of the local and neighboring communities will provide sources of information. Credit, five hours.

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.

A study of family management in relation to selection, use, arrangement, and care of equipment in home and school situations.

Consideration given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment. Credit, five hours.

552. PROBLEMS IN CHILD GUIDANCE.

Prerequisite: Home Economics 451 or equivalent.

This course provides for a study of the student's individual interests related to the problems of young children. It includes observations of children and their relationships in a group; opportunities for gaining knowledge of the influence of the home and family through visits in the home; and extensive use of research in the field of child behavior. The seminar discussions will be concerned with characteristic and deviate behavior of young children and techniques of guidance. Credit, five hours.

554-454. INDEPENDENT STUDY.

(For description of course, see Home Economics 454-554.)

564. METHODS OF HOMEMAKING ADULT EDUCATION.

Prerequisites: Education 472, 481-2-3 or permission of department.

Instruction is devoted to use of research findings and recent trends in the promotion, organization, methods, and materials for teaching adult homemaking classes. Informal methods of adult education are studied. Students observe and participate in the instruction of an adult program and plans are made for programs in their communities. Credit, five hours.

594. THE FAMILY AND SOCIETY.

Prerequisite: Home Economics 293 or permission of the department.

A study of special problems of living together in the family through the progressive stages of life: the beginning family, the growing family, the contracting family, the aging family. Credit, five hours.

605. CURRICULUM PROBLEMS IN HOME ECONOMICS.

Prerequisites: Education 472, 481-2-3 or comparable course.

Focus is given to principles of developing the home economics curriculum within the framework of the total school. The uses and values of action research as a way of curriculum study are explored. Students use research methods and techniques in working on curriculum problems of concern to them. Credit, five hours.

LIBRARY SCIENCE

Miss Satterfield (Chairman), Mrs. Bailey

The courses in the Department of Library Science are planned to educate librarians in accordance with the requirements of the Georgia Department of Education, the Southern Association of Colleges and Secondary Schools, and the American Library Association.

Library science, as a minor, may be combined with any major program.

Students with a minor in library science may qualify as school librarians and as semi-professional assistants in public, special, and college libraries.

Open only to juniors and seniors.

354. REFERENCE AND BIBLIOGRAPHY.

A course to provide the student with a working knowledge of a library as an information laboratory. Emphasis on the selection and use of books, periodicals, and other materials of interest to the school and the community. Credit, five hours.

355. CATALOGUING AND CLASSIFICATION.

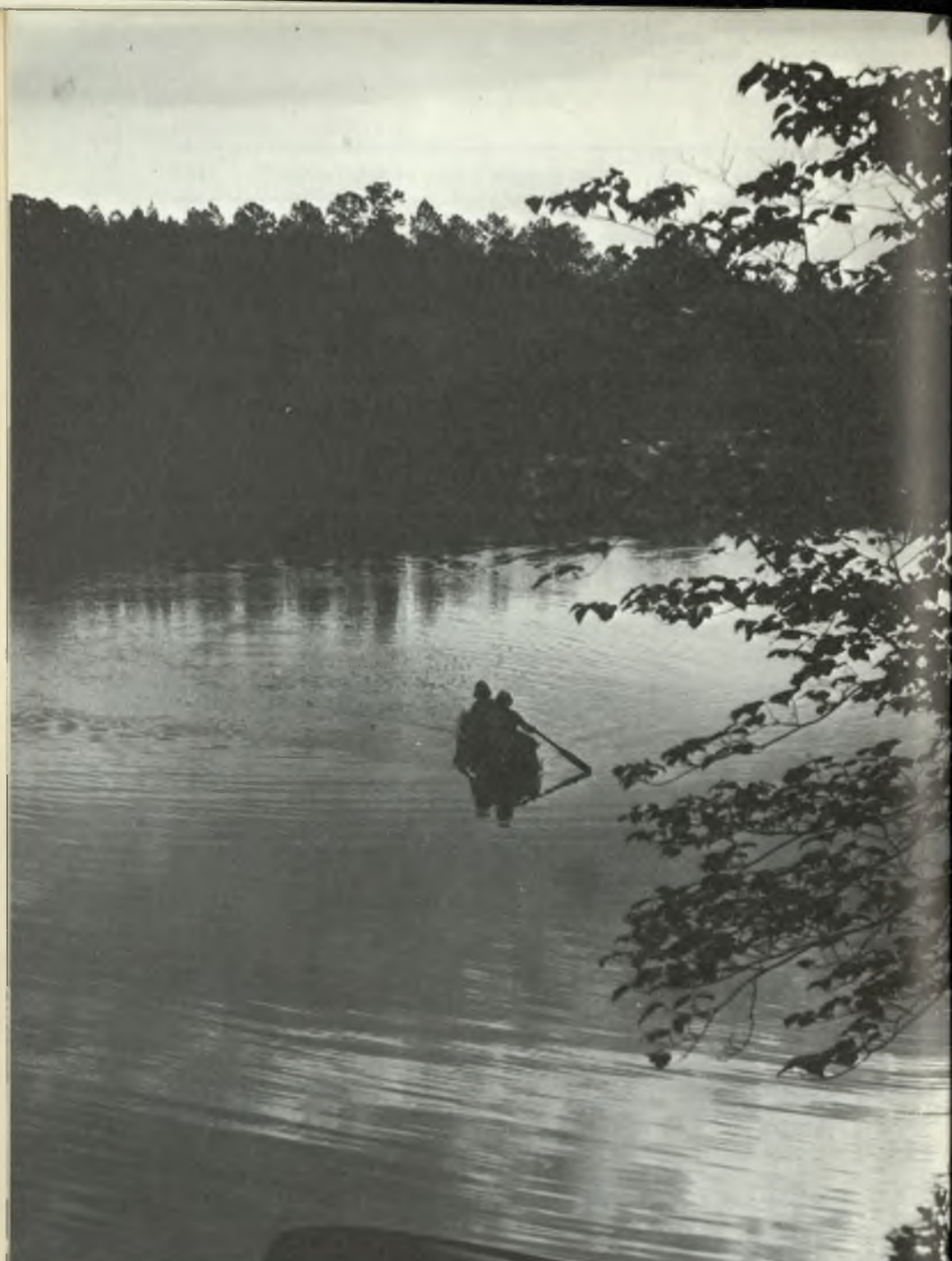
Instruction and practice in the elementary principles of cataloguing and classifying books and other library materials. Credit, five hours.

356. ADMINISTRATION OF LIBRARIES.

Study of the technique needed for planning and organizing the library and making it function in the school and community. Includes directed observation and field work designed to give the student practical experience. It is recommended that this course follow Library Science 354 and 355. Credit, five hours.

358. READING GUIDANCE AND BOOK SELECTION.

Study of the principles used in evaluating and selecting books, magazines, and other materials for the small library, and of the methods used to stimulate reading. Credit, five hours.



The college owned Lake Laurel

MATHEMATICS

Miss Nelson (Chairman), Mr. Farmer, Mrs. Nelson

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics for the future development of our nation. Of paramount importance is the use of precise language and the practice of logical thinking.

Major Program: A major should include, in addition to the general education courses 201-202, the following: 323, 331, 340, 341, 342, 450. Those expecting to teach should also take 470 and, if possible, another elective.

Minor Program: A minor should include 323, 340 and two other senior division courses approved by the chairman of the department.

Science-Mathematics Major Program: The program consists of a minimum of ten courses in the area in addition to the requirements in general education. This program includes 201, 202, 323, 340 and two additional approved courses; Biology 221 or 322 and 225 or 305; Chemistry 104, 336; Physics 301, 302.

Professional Education: Students majoring in this department and who desire to teach must also register with the Department of Education in one of the approved programs required for certification. The science-mathematics major is specifically designed for the teacher education program.

100. AN INTRODUCTION TO THE FUNDAMENTAL CONCEPTS OF MATHEMATICS.

Designed to acquaint students taking only one course in mathematics with some of the history and basic concepts of mathematics. Includes systems of numeration, number systems (counting numbers, whole numbers, rational numbers), mathematical systems, measurements, and approximate numbers. Credit, five hours.

201-202. COLLEGE ALGEBRA AND TRIGONOMETRY.

These two courses are integrated and should be taken in sequence. Topics covered include systems of complex numbers, functions (exponential, logarithmic, and trigonometric), theory of equations, systems of equations, probability, sequences, inverse functions, and trigonometric equations. Credit, five hours each course.

300. CONCEPTS OF INFORMAL GEOMETRY.

To provide background material for those who know little geometry but will teach in the elementary grades. Such topics as sets, logic, abstractions, measurement, accuracy and precision, areas, and volumes will be studied. Credit, five hours.

312. BUSINESS MATHEMATICS.

A course in business arithmetic and the more important aspects of the mathematics of finance: compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes. Credit, five hours.

331-431. PROBABILITY AND STATISTICS.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Recommended for non-mathematics majors. Credit, five hours each course.

323-340-341-342. CALCULUS WITH ANALYTIC GEOMETRY.

These four courses are also integrated, and each is a prerequisite of those that follow. Topics include the derivative, with applications; conics; the integral; exponential, logarithmic, inverse trigonometric and hyperbolic functions; polar coordinates; vectors; linear systems and matrices; partial derivatives; multiple integration; sequences and infinite series. Credit, five hours each course.

400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS.

Designed to acquaint pre-service secondary school teachers with the various programs developed in recent years for the improvement of secondary school mathematics. Materials produced as a result of these programs will be studied and, as time permits, subject matter necessary to the presentation of some of the newer topics will be taught. Credit, five hours.

450. ABSTRACT ALGEBRA.

Algebraic proofs are stressed, and it is hoped that students will come to work easily with abstractions and generalities. Some topics studied are: determinants, polynomials, homogeneous coordinates, matrices, linear dependence, linear equations, linear transformations, and groups. Credit, five hours.

470. INTRODUCTION TO HIGHER GEOMETRY.

Prerequisite: Mathematics 341.

Designed to give the student some of the basic ideas and methods of higher geometry. Includes geometries associated with

the projective group and the group of circular transformations. Credit, five hours.

GRADUATE COURSES

501. ELEMENTARY NUMBER CONCEPT.

This course presupposes no knowledge of mathematics beyond the high school level. The primary objective is to develop an understanding of the concepts and the language of mathematics as background for the elementary teacher. Among the topics to be studied are: elementary set theory, concept of number, systems of numeration, modular systems, and the number system. Credit, five hours.

502. SEMINAR FOR ELEMENTARY TEACHERS.

The purpose of this seminar is to acquaint the student with trends and new methods of teaching arithmetic as developed by various experimental groups. Materials written by some of these groups will be studied in detail, in particular the *School Mathematics Study Group* and the *University of Illinois Arithmetic Project* units. (Open to high school teachers with consent of instructor.) Credit, five hours.

503. DEVELOPMENT OF THE REAL NUMBER SYSTEM.

Prerequisites: Mathematics 501, 502 or equivalent.

This course will be a continuation of Mathematics 501, 502. Special attention will be given to completing the development of the Real Number System. Some work with intuitive geometry, cartesian products, accuracy and precision of measurement, and development of spatial intuition will be included. Credit, five hours.

560. COLLEGE GEOMETRY.

This course is planned primarily for teachers of secondary mathematics. The use of analysis is stressed along with geometric constructions. Transformations, harmonic ranges, and inversion are among the topics discussed. Credit, five hours.

601. METHODS AND MATERIALS FOR SECONDARY MATHEMATICS.

The purpose of this course is to study some of the experimental programs which have been in progress for the past several years, examining in detail the materials which have been produced as a result of the experiments. Where necessary and as time permits subject matter needed to present newer topics will be taught. Credit, five hours.

MODERN FOREIGN LANGUAGES

Mr. Mangiafico (Chairman), Mr. Parham, Mrs. Portuondo,
Mrs. Schweitzer

The Department of Modern Foreign Languages offers five inter-related language programs, each consisting of a series of courses designed to achieve a specified purpose.

Basic Courses: 101,* 102, 211, 212.

These courses are designed to enable the student to gain an adequate working knowledge of the language. They constitute: (1) the language sequence required for the AB degree, and (2) the necessary prerequisite for the major program.

Major Programs

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422 and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional courses must be approved by the chairman of the department.

Spanish: 321, 322, 421, 422 and two additional courses at the senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional courses must be approved by the chairman of the department.

Minor Programs

French: 321, 322 and two additional courses at the senior college level. They must be approved by the chairman of the department.

Spanish: 321, 322 and two additional courses at the senior college level. They must be approved by the chairman of the department.

These course sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding of the culture of the people with interpretative reading of literary masterpieces, (2) the ability to understand

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102 or Spanish 102 respectively.

the spoken language at native speed and to express herself with a proportionate increase in oral fluency, and (3) a sound preparation for graduate work in the field.

NDEA Summer Institute

In the summer of 1965, The Woman's College of Georgia, in cooperation with the United States Office of Education and under the sponsorship of the National Defense Education Act of 1958, will again hold an Institute for secondary school teachers of French and Spanish.

The curriculum will consist of a closely integrated program of formal and informal activities, including structural linguistics, civilization, conversation, composition, transcription, pattern drills, and methods of teaching French and Spanish.

Major in Foreign Service

The Department of Modern Foreign Languages and the Department of Social Studies offer an inter-departmental major in Foreign Service. At present this major is offered in the Spanish-American area.

Elementary Education Program in Spanish

The department also offers a sequence of five courses for elementary education majors designed to enable the classroom teacher to conduct Spanish classes in the elementary grades 3-6. The method and techniques used are the same as those used in the elementary classes.

FRENCH

101*-102. ELEMENTARY FRENCH.

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose. Credit, five hours each course.

211, 212. INTERMEDIATE FRENCH.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102, or Spanish 102 respectively.

301. ADVANCED FRENCH READINGS.

Designed to increase the student's facility in reading French classics and to prepare her to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays, and poetry. Credit, five hours.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Designed especially for prospective teachers of French. Credit, five hours.

312. FRENCH CONVERSATION AND COMPOSITION.

An intensive drill in oral and written French with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Designed especially for prospective teachers of French. Credit, five hours.

321, 322. SURVEY OF FRENCH LITERATURE.

A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors. Credit, five hours each course.

411. ADVANCED COMPOSITION AND LANGUAGE ANALYSIS.

Designed for major students who possess some skill in the use of French and wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Strongly recommended for prospective teachers of French. Credit, five hours.

421. LITERATURE OF THE CLASSICAL PERIOD.

A study of French literature of the seventeenth and eighteenth centuries. Credit, five hours.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of French literature of the nineteenth century. Reading of representative authors. Credit, five hours.

423. CONTEMPORARY FRENCH DRAMA.

A study of the French drama in the twentieth century with emphasis on the last twenty-five years. Credit, five hours.

434. THE EARLY FRENCH NOVEL.

A study of the novel in France from its earliest manifestations through the eighteenth century. Credit, five hours.

435. THE NOVEL SINCE 1800.

A study of the French novel in the nineteenth and twentieth centuries. Credit, five hours.

GERMAN**101*-102. ELEMENTARY GERMAN.**

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary German prose. Credit, five hours each course.

211, 212. INTERMEDIATE GERMAN.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours.

SPANISH**101*-102. ELEMENTARY SPANISH.**

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose. Credit, five hours each course.

SPANISH 101-E, 102-E, 103-E.

Designed to enable the classroom teacher to conduct Spanish classes in the elementary grades 3-6. Conversations, pattern drills, songs, games, basic concepts of culture. Method and techniques used will be the same as those used in the elementary classes. (Open only to elementary education majors.) Credit, five hours each course.

SPANISH 104-E.

A study of the various methods approved for elementary school language classes. Practice in developing follow-up pattern drills and conversation based on content of television classes. (Open only to elementary education majors). Credit, five hours.

SPANISH 105-E.

Designed to enable the student to gain skill in the teaching of languages in the elementary school and in the effective use of

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102, or Spanish 102 respectively.

methods, materials, and equipment. Directed teaching will be done under the supervision of members of the Departments of Modern Foreign Languages and Education. Each student will have an opportunity to teach at different levels in the elementary school. Students will develop original materials and will be given the opportunity to use them in actual classroom situations. (Open only to elementary education majors.) Credit, five hours.

211, 212. INTERMEDIATE SPANISH.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

301. ADVANCED SPANISH READINGS.

Designed to increase the student's facility in reading Spanish classics and to prepare her to participate readily in literature courses conducted exclusively in the language. Reading of representative Spanish novels, plays, and poetry. Credit, five hours.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Designed especially for prospective teachers of Spanish. Credit, five hours.

312. SPANISH CONVERSATION AND COMPOSITION.

An intensive drill in oral and written Spanish with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Designed especially for prospective teachers of Spanish. Credit, five hours.

321, 322. SURVEY OF SPANISH LITERATURE.

A study of the development of Spanish literature from the beginning to the present day. Study of principal trends. Reading of representative authors. Credit, five hours each course.

411. ADVANCED COMPOSITION AND LANGUAGE ANALYSIS.

Designed for major students who possess some skill in the use of Spanish and wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Strongly recommended for prospective teachers of Spanish. Credit, five hours.

421. LITERATURE OF THE GOLDEN AGE.

A study of representative authors of the Golden Age with emphasis on Cervantes. Credit, five hours.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of the literature of the nineteenth century with emphasis on the novel. Credit, five hours.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A study of Spanish-American culture through its literature and folklore. Credit, five hours.

440. CONTEMPORARY HISPANIC LITERATURE.

A study of Spanish and Spanish-American literature since 1898. Credit, five hours.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS.

A study of the culture of the Latin American peoples in the light of the various ethnical, economic, and social factors that have influenced the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies. Credit, five hours.

GRADUATE COURSE

554. ADVANCED STUDY.

Independent reading in Hispanic literature and critical studies outlined by the instructor according to the individual student's preparation and background. Open to seniors and graduate students with the approval of the chairman of the department and the dean of the college. Credit, five hours.

COURSES FOR THE FOREIGN SERVICE MAJOR

Staff of Spanish and History Departments

A major in Inter-American Relations consists of the following courses:

History 307, 308	The United States
Political Science 421	Comparative Government
History 423	Latin America
General Business 307	Business Law
Political Science 450	International Law
Economics 300	Economic Systems

Spanish 450 Seminar in Contemporary Latin
American Culture and Inter-
American Relations

Proficiency in the use of the Spanish Language is required.

NDEA SUMMER LANGUAGE INSTITUTE COURSES

FRENCH PROGRAM

511. LANGUAGE.

Conversation, composition, and syntax. Exercises designed to increase the student's proficiency in the practical application of all forms of the language. Credit, three hours.

531. APPLIED LINGUISTICS.

An introduction to phonetics, phonemics, morphemics, and syntax. Practice in the technique of linguistic analysis. The application of linguistic principles to the teaching of French. Designed to give the student a knowledge of the fundamental linguistic principles necessary for the understanding and development of pattern practice drills for use in language teaching. Credit, three hours.

532. METHODS.

A survey of modern methods and techniques used in language teaching with emphasis on the audio-lingual approach. Credit, three hours.

538. FRENCH CULTURE.

Lectures and readings on the political, social, religious and cultural history of France, including discussion of France's contribution to the arts and the natural and physical sciences, with emphasis on the modern and contemporary periods. Credit, three hours.

540. FOLLOW-UP RESEARCH.

Three quarter hours credit will be granted for a follow-up research project connected with any of the above courses except French 511.

SPANISH PROGRAM

511. LANGUAGE.

Conversation, composition, and syntax. Exercises designed to increase the student's proficiency in the practical application of all forms of the language. Credit, three hours.

531. APPLIED LINGUISTICS.

An introduction to phonetics, phonemics, morphemics, and syntax. Practice in the techniques of linguistic analysis. The application of linguistic principles to the teaching of Spanish. Designed to give the student a knowledge of the fundamental linguistic principles necessary for the understanding and development of pattern practice drills for use in language teaching. Credit, three hours.

532. METHODS.

A survey of modern methods and techniques used in language teaching with emphasis on the audio-lingual approach. Credit, three hours.

538. HISPANIC CULTURE.

Lectures and readings on the political, social, religious and cultural history of Spain and Latin America, including their contribution to the arts and natural and physical sciences, with emphasis on the modern and contemporary periods. Credit, three hours.

540. FOLLOW-UP RESEARCH.

Three quarter hours credit will be granted for a follow-up research project connected with any of the above courses except Spanish 511.

MUSIC

Mr. Wolfersteig (Chairman), Miss Benton, Mrs. Hillman,
Mr. Lamb,* Mr. Lawson, Miss Underwood, Miss White**

The objectives of the Department of Music are to prepare vocal and instrumental students for teaching and performance.

The department also attempts to meet the musical needs of (1) students majoring in the field of elementary education; (2) students majoring in one of the academic fields and desiring to minor in music; and (3) students desiring to broaden their cultural background.

The Woman's College of Georgia is a member of the National Association of Schools of Music.

Bachelor of Science in Music Education: The program is designed to prepare students to teach or supervise music in the public schools. A course of study may be found on page 77.

Bachelor of Science in Music Therapy: The program provides a four-year curriculum in music therapy as approved by the National Association for Music Therapy and the National Association of Schools of Music. Candidates for the degree observe and participate in the practical application of their chosen profession at the Milledgeville State Hospital. The applicant must have the approval of the Director of Music at the Woman's College and the Director of Music Therapy at the Milledgeville State Hospital. The requirements may be found on page 78.

Bachelor of Arts (with a major in music): The program emphasizes the cultural rather than the professional aspects of music. All completed courses in music are transferable to other accredited college music departments. Should a student intend after graduation to initiate her graduate study toward a master's degree in music, attention is called to the fact that the standards set up by the Music Department must be met as a prerequisite.

ATTENDANCE REQUIREMENTS

All music majors are required (1) to participate in a vocal or instrumental ensemble during their residence in college and (2) to attend Allegro Club meetings, faculty and student recitals, and

*Part-time.

**On leave, 1965-66.

special concerts at the College during the year. A complete attendance record is a prerequisite to graduation.

100. INTRODUCTION TO MUSIC.

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Designed for the general college student. Five periods a week. Credit, five hours.

116. A, B, C. CLASS INSTRUCTION IN VOICE.

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction, and interpretation of simple song classics. Four periods a week. Credit, two hours each quarter.

119-319. A, B, C. CLASS INSTRUCTION IN PIANO.

The purpose of group piano instruction is to introduce the student to piano study. Meeting in small groups, students have the opportunity of exploring together the study of piano and developing their capacities in the field of piano. Group piano instruction is concerned with (1) promoting the musical growth of the individual, (2) acquiring a knowledge and understanding of the basic fundamentals of music, (3) acquiring piano skill, (4) striving for artistic self-expression, and (5) developing functional ideas and the practical use of piano playing in public school classrooms. Two periods a week. Credit, two hours each quarter.

210, 211; 310, 311. A, B, C. CHORAL AND INSTRUMENTAL INSTRUCTION.

The study and performance of choral and instrumental literature. Designed to give students a wide experience in the art of ensemble singing and playing with particular emphasis on public appearance and staging. General college students may elect the courses for credit after one year of participation. Three hours a week. Credit, one hour each quarter.

213-214-215. CLASS INSTRUCTION IN BRASS, WOODWIND, PERCUSSION AND STRING INSTRUMENTS.

A laboratory course in the instruments of the band and orchestra which is designed to give the student a working knowledge of the standard instruments used in small bands and orchestras. The course covers materials of teaching, fundamentals of tone production, embouchure, bow technique, repair and the care of the standard band and orchestra instruments. Actual playing of easy melodies and band parts is experienced by the student. All

necessary instruments and books are furnished. Reeds are supplied by the student. Strings are replaced by the student after the second breakage and remain on the instrument as replaced furnished equipment. Four hours a week. Credit, two hours each quarter.

258-259. ELEMENTARY THEORY.

A study of the fundamentals of music structure, terminology, and pitch relationships. An integrated course in theory, harmony, sight singing, melodic and harmonic dictation, and written and keyboard harmony. Designed to coordinate the visual, aural, and mental factors involved in well-rounded musicianship. Four hours a week. Credit, four hours each quarter.

260-261-262. INTERMEDIATE THEORY.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony. Four hours a week. Credit, four hours each quarter.

300. APPRECIATION OF MUSIC.

A study of the fundamental principles of intelligent listening; the development of understanding and appreciation of the world's great music. Not open to students who have had Music 100. Five hours a week. Credit, five hours.

321. MUSIC IN THE ELEMENTARY SCHOOL.

This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon personal enjoyment through participation in music, study of materials, and the acquirement of sufficient knowledge and skills in classroom music. Required for the Bachelor of Science degree in Elementary Education. Five hours a week. Credit, five hours.

327. A, B, C. MATERIALS AND METHODS FOR PIANO TEACHING.

Modern piano methods; piano literature with special emphasis on selection and organization of materials for teaching; application of methods through supervised practice teaching. One hour a week. Credit, one hour each quarter.

330-331. MUSIC IN THE LOWER AND UPPER GRADES.

Sequential methodology courses for music majors who are preparing to teach. Analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. The first course centers around musical experiences for young children; the second course is designed for the upper

grades. Observation at the Peabody Laboratory School during the junior year is considered a part of the requirements for 330-331. Students should plan for as much observation time as possible during the second period of the winter and spring quarters. Three hours a week. Credit, three hours each quarter.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

For music majors only. A study of the organization, development and maintenance of a balanced secondary school music program. Stress is put on study and evaluation of the many materials available and varied methods of presentation. Three hours a week. Credit, three hours.

340-341-342. HISTORY OF MUSIC.

A general survey of the development of music from the primitive era to the present. The great composers and compositions of the Classical, Romantic and Modern periods are studied by use of recordings. Three hours a week. Credit, three hours each quarter.

363-364. COUNTERPOINT.

Counterpoint is approached through species. Two-part, three-part and four-part counterpoint is explored with emphasis on the value and practical application to public school music. Three hours a week. Credit, three hours each quarter.

365. FORM AND ANALYSIS.

The following facets of form are touched upon: the musical phrase, song forms, the march and dance, contrapuntal forms, the suite, theme and variations, the rondo, the sonata, vocal forms, accompaniment in its stylistic and formal significance, canon, fugue, concerto, and symphony. Listening to scores and musical diagramming. Harmonic analysis of compositions. Three hours a week. Credit, three hours.

380. A, B, C. CONDUCTING.

A course which attempts to integrate all the elements of the language of music with the processes of conducting. The student is taught the skills of the hands and the use of the baton as a means of maintaining a proficient performing unit and skill in the science of re-creating in performance choral and instrumental compositions at all levels. Two hours a week. Credit, two hours each quarter.

400. SURVEY OF MUSIC LITERATURE.

A survey of style characteristics of periods, forms, and types of music of individual composers through a study of representative

musical compositions. The course is conducted by means of lectures, class and individual projects, outside reading, and music analysis. Five hours a week. Credit, five hours.

415-16-17. STUDENT TEACHING IN MUSIC EDUCATION.

(For description of course, see data regarding Education 415-16-17.) Credit, five hours each quarter.

APPLIED MUSIC

The serious study of applied music is considered an essential factor in musical education. Each student preparing to teach is required to specialize in one instrument and become efficient on a secondary instrument during her undergraduate study. A creditable performance in piano and voice is required for graduation.

Credit in applied music is based on instruction and supervised practice. Credit for one hour represents one individual lesson and a minimum of five hours of practice a week; credit for two hours represents two individual lessons and a minimum of ten hours of practice a week. In all cases credit is established through individual progress reports heard at the close of each quarter by the music staff. The credit is also based on performance standards and satisfactory progress. (See p. 40 under "*Music Fees.*")

CERTIFICATE OF PROFICIENCY

Any student who specializes on any solo instrument during her four years of college and completes the prescribed program will receive a Certificate of Proficiency in that instrument. The candidate must give (1) a partial recital in the junior year, (2) a complete public recital in the senior year, and take (3) a performer's examination which will be heard and approved by the music staff. The Certificate of Proficiency may be awarded in addition to the Bachelor of Science degree in Music Education or the Bachelor of Arts degree with a major in music.

MUSIC EDUCATION FUNCTIONAL PIANO REQUIREMENTS

A comprehensive examination in piano shall be administered by the music faculty before the candidate in music education enters student teaching. A student must exhibit competency in accompanying, sight reading, and simple improvisation. A prerequisite for graduation.

PIANO

103-203. A, B, C. ELEMENTARY PIANO.

These courses are designed mainly for music education majors as preparation for the comprehensive examination mentioned above. General college students who are beginners or have had some piano study may elect these courses for credit. Credit, one or two hours each quarter.

The courses in applied music listed below give credit for one or two hours each quarter.

- 303-403-503-603. A, B, C. Piano
205-305-405-505. A, B, C. Voice
109-209-309-409. A, B, C. Organ.

BAND AND ORCHESTRA INSTRUMENTS

- 120-220-320-420. A, B, C. Baritone
121-221-321-421. A, B, C. Bassoon
122-222-322-422. A, B, C. Clarinet
123-223-323-423. A, B, C. Cornet or Trumpet
124-224-324-424. A, B, C. Flute or Piccolo
125-225-325-425. A, B, C. French Horn
126-226-326-426. A, B, C. Oboe or English Horn
127-227-327-427. A, B, C. Percussion Instruments
128-228-328-428. A, B, C. Saxophone
129-229-329-429. A, B, C. Sousaphone or Tuba
131-231-331-431. A, B, C. Trombone
132-232-332-432. A, B, C. Violin
133-233-333-433. A, B, C. Viola
134-234-334-434. A, B, C. Violoncello
135-235-335-435. A, B, C. Stringed Bass

MUSIC ACTIVITIES

The Woman's College Choir

This organization is made up of approximately sixty students. Auditions are scheduled at the opening of the fall quarter. Rehearsals are held three times weekly for the purpose of reading and memorizing a large amount of musical literature from Palestrina to the present. The chorus offers Handel's "Messiah" in December and a major oratorio or an operetta or musical comedy in May. Tours are made during the winter quarter throughout Georgia and to some distant point such as Miami, New Orleans or New York.

Allegro Club

This organization is open to music majors and other qualified students. Meetings are held twice each month and consist of recitals, discussions of state, regional, and national music problems, and of other activities that concern the needs of the music program.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Mr. Callahan* (Chairman)

The aim of the Department of Philosophy and Religion is to provide students with adequate means to an understanding of the central issues of Western thought as expressed in the lives and works of the great philosophers. This entails basic and fundamental knowledge of logic, Western philosophy in its historical perspective, with special and separate attention to value theory, aesthetics, and to two eras of philosophy, modern and contemporary. Introductory courses in the Old and New Testaments provide an historical and literary approach to the writings of the Judeo-Christian tradition and are shown against the background of the history of Western thought.

A minor in philosophy consists of four courses beyond the 200 level.

PHILOSOPHY

200. INTRODUCTION TO PHILOSOPHY.

A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers as well, with emphasis upon meanings and ideals. Credit, five hours.

310. INTRODUCTION TO ETHICS.

The major theories of the moral ideal presented in relation to contemporary ethical and social problems. Selected readings in the classical and modern moralists. Credit, five hours.

315. AESTHETICS.

An examination of the nature, origins, and uses of artistic and aesthetic experience as a guide to understanding the realm of the arts—graphic, music, and literary. Credit, five hours.

316. INTRODUCTION TO LOGIC.

Logic examined as a technique for gaining and organizing knowledge and as a set of principles for evaluating systems of

*On leave, fall quarter, 1965.

knowledge in such fields as the natural and the social sciences. Credit, five hours.

409. THE PHILOSOPHY OF PLATO.

Reading and analysis of selected writings of one of the major philosophers as an introduction to the problems and methods of philosophy. Credit, five hours.

412. INTRODUCTION TO MODERN PHILOSOPHY.

A first study of the course of scientific, political, social, and religious thought from the Middle Ages to the post-Romantic period. Randall's *The Making of the Modern Mind* is used as the basic text. May be counted as part of sociology major or minor. Credit, five hours.

413. CURRENTS IN CONTEMPORARY THOUGHT.

A survey of competing ideologies in the current scene as they relate to basic intellectual themes of western culture. Credit, five hours.

RELIGION

310. INTRODUCTION TO THE OLD TESTAMENT.

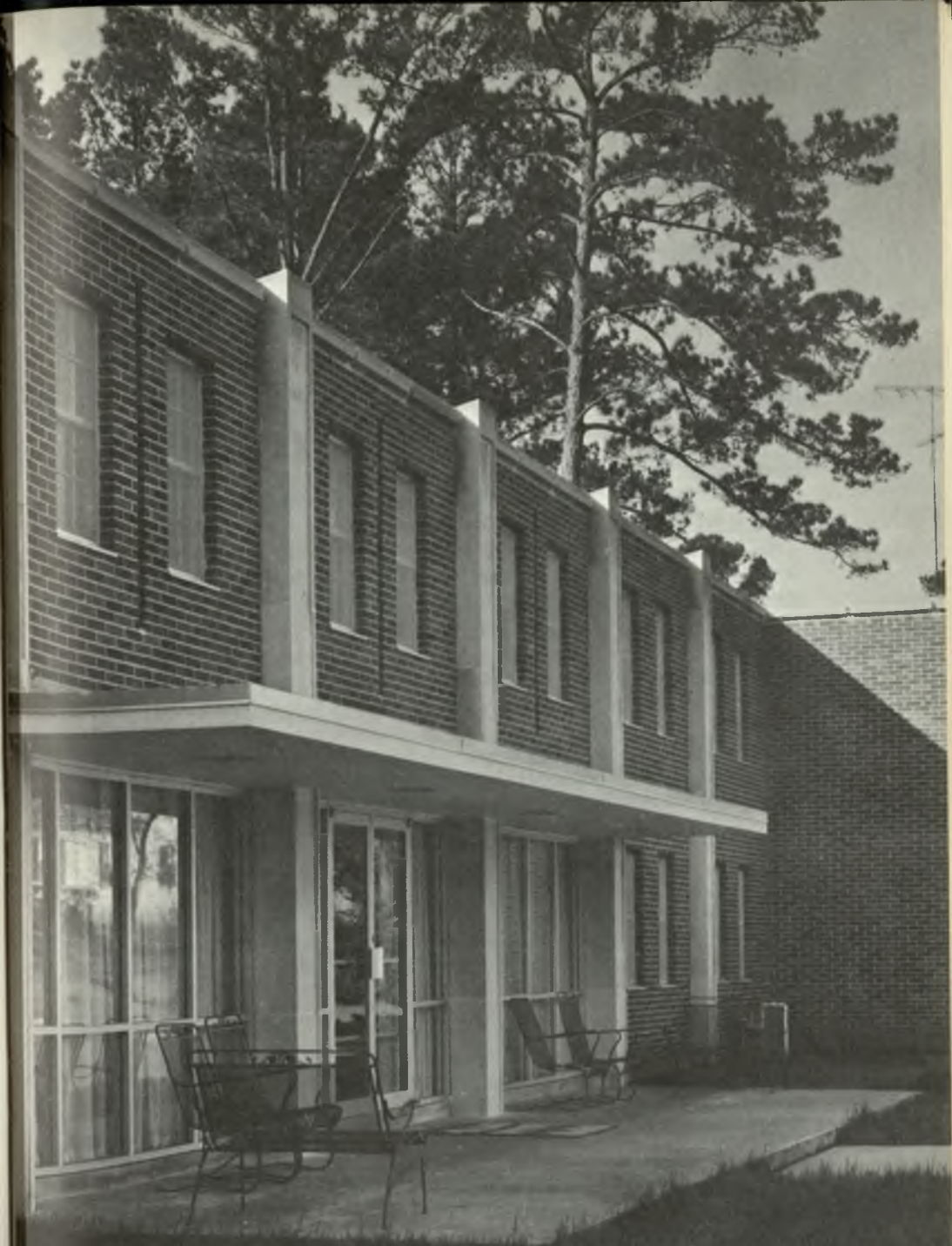
A comprehensive survey of the books of the Old Testament. The literature will be examined in the light of its origin in the history and religion of the Hebrew people, in order that its theological significance in its own day and in ours may be understood. Credit, five hours.

311. INTRODUCTION TO THE NEW TESTAMENT.

A consideration of the persons, events, and ideas of the New Testament books in relation to the mission of Jesus and its significance as seen by the early Church. Credit, five hours.

405. COMPARATIVE RELIGION.

This course is concerned with a selected group of classical world religions including Islam, Hinduism and Buddhism. In addition the course deals with some of the modern religions of the world such as Scienticity or Scientism, Nationalism, and Communism. Credit, five hours.



New Dormitory

PSYCHOLOGY

Mrs. Hicks (Chairman), Mr. Cheek, Mr. Wildman*

Courses in the Department of Psychology are designed to give the student a better understanding of human motivation and behavior; to help her become conversant with leading psychologists of the past and present and familiar with various techniques of intelligent and personality assessment; and to give her the fundamental training and experience necessary for graduate work or for professional and vocational activities in psychology and related fields.

The department offers both a major and minor in psychology. A major consists of a minimum of six courses in the field; a minor consists of a minimum of four.

Major Program: The following courses are to be included in the major program: Psychology 201, 448, 463. Psychology 456 is highly recommended (as well as one foreign language). The other courses may be approved according to the individual needs and interests of the student.

Minor Program: For the minor program only Psychology 201 is required. Three additional courses are approved in relation to the student's major field.

100. THE STUDY LABORATORY.

External conditions favorable for study; the preparation of an assignment; making an effective schedule for study; the techniques of note taking; the use of the library; and techniques for increasing speed and comprehension in reading. Each student will be carried through a complete, individual counseling program. Approval of the dean of the college required for registration. Credit, five hours.

201. PRINCIPLES OF GENERAL PSYCHOLOGY.

The aims of psychology; individual differences; the measurements of intelligence; intelligence and success; the nervous system; effective means of learning; economy in memorizing; factors in personality. Credit, five hours.

250. THE PSYCHOLOGY OF PERSONALITY AND ADJUSTMENT.

This course is an introduction to the psychology of character and personality development and the adjustment problems of the individual in group relations. Some of the practical problems

*Part-time.

studied are: (1) the application of principles of learning and of mental hygiene to the solution of personal conflicts and personality maladjustments; (2) the relation of motives, goals and purposive behavior to morale; and (3) the place of defense mechanisms in adjustments. Credit, five hours.

323. PSYCHOLOGY OF CHILDHOOD.

What the child inherits; mental ability; effect of early home conditions; physical growth and health; intelligence and how it develops; regulating emotional behavior; the social education of the child. Credit, five hours.

432. PSYCHOLOGY OF ADOLESCENCE.

The study of physical, mental and emotional life from puberty to maturity and the influence of this growth period on habits, interests, and social adjustments. Special emphasis on factors in home and school life that influence adolescent behavior and personality. Credit, five hours.

437. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

The concept of general intelligence and its measurement; the gifted child; special types of feeble-mindedness; major speech disorders; the left-handed child; the psychoneurotic child; the blind child; the deaf child; the psychopathic child; special types of gifted children. Practicum for children with special needs is included. Credit, five hours.

448. PRINCIPLES OF ABNORMAL PSYCHOLOGY.

The conditions which may cause mental and emotional disorders. The following topics will receive consideration: the signs and causes of mental disorders, motor disorders; sleep and dreams; disorders of regression; mild mental disorders; compensatory disorders. Credit, five hours.

452. PSYCHOLOGY OF SOCIAL BEHAVIOR.

Scope of social psychology; motivation; social incentives; the behavior of crowds; propaganda; leadership; the social significance of age; juvenile delinquency; psychological aspects of war; brain-washing; the measurement of social attitudes. Credit, five hours.

454. INDEPENDENT STUDY.

An opportunity for advanced study in the history of the development of psychology as a science and its theories and systems as applied to learning and personality development. Open to psychology majors with the approval of the chairman of the department and the dean of the college. Credit, five hours.

456. EVALUATION AND MEASUREMENT.

A practical course designed to develop a working knowledge of standardized tests. Basic statistical methods are included to provide an adequate foundation for interpretation in the field of measurements. Credit, five hours.

462. RESEARCH METHODOLOGY IN PSYCHOLOGY.

This course is for advanced students who are majoring in psychology. It covers the basic principles of scientific research, research design and methodology, and research statistics. Each student presents an original idea for a research project, designs the research methodology, executes the study, and submits the results in final written form for submission to professional journals. Credit, five hours.

463. PSYCHOLOGY OF PERSONALITY.

The origins of behavior; motivation; the organic factors in personality; the development of personality traits; personality types; body build and personality; multiple personality; treatment of personality difficulties; the social factors in personality; the measurement of personality traits. Credit, five hours.

464. INTRODUCTION TO CLINICAL PSYCHOLOGY.

A survey of psychological methods and procedures used in a clinical setting, including appraisal of capacity, evaluation of personality, case diagnosis, and therapy. The course includes lectures, seminars, clinics, and a practicum at the Milledgeville State Hospital. Open to qualified seniors and graduate students. Credit, five hours. (Offered in the summer term only.)

DEPARTMENT OF SOCIAL STUDIES

Mr. Bonner (Chairman), Mr. Eakins, Miss Greene,
Mr. Jackson,* Mr. Jasnau,** Miss Pitman

The Department of Social Studies attempts to give the student a knowledge of the principal movements and concepts in the development of human culture and an understanding of the basic principles of operating in the major areas of man's collective behavior. Included in this department are the disciplines of history, sociology, political science, economics, and geography. A minor program of study is offered in all of these fields except geography. A major program is offered in history and in sociology. An additional major or minor program, entitled social studies, may be synthesized from certain specific courses selected in three or more disciplines within the department. All major and minor programs should be planned in consultation with the chairman of the department and approved by him.

A major in history should include two courses in American history, two courses in Modern European or in English history, and two additional history courses. Political Science 306 or 421 may substitute for one of the six history courses.

A major in sociology should include Sociology 302, 428, 450, and three additional courses in this discipline. Mathematics 331 (Statistics) is recommended as an elective for those majoring in sociology.

Students desiring to teach social studies in the secondary school should pursue the approved planned program required for certification in this field. In addition to courses in professional education (planned by the Department of Education) the student should complete at least two courses in American history and five elective courses in the Department of Social Studies and also three courses chosen from the following group: Political Science 326 or 421, Economics 300, Sociology 302, and Geography 300. The student's program is planned so that she will complete a concentration in one discipline of not less than four upper division courses. If she chooses a six-course major in either history or sociology, she may meet certification requirements by completing a four-course minor in certain specific social studies courses.

*On leave, 1965-66.

**Part-time.

Graduate credit may be earned in all courses numbered in the 400's and above. Courses numbered in the 500's are designed exclusively for graduate students, although such courses bearing a hyphenated number in the 400's are open to advanced undergraduates. A term paper is required of graduate students who pursue these courses.

General Education courses in social studies are required of all students in the College. These are Sociology 101, Economics 101, and Political Science 101, all of which are freshman courses; and History 210 and History 211, which are offered on the sophomore level. None of these courses may be applied to a major or a minor program in the department, their purpose being to provide general cultural knowledge to all students, to develop their sensibilities as individuals, and to increase their competence as citizens.

ECONOMICS

101. INTRODUCTION TO ECONOMICS.

An introductory course with emphasis on contemporary American economic life. Credit, five hours.

300. ECONOMIC SYSTEMS.

A study of the theories and principles underlying the organization and operation of economic systems, with emphasis on the role of government in modern capitalism. Credit, five hours.

304. CONSUMER ECONOMICS.

A course in economics for everyday living designed to develop an understanding of the institutional and social factors determining the consumer's behavior and measures taken for his protection. Credit, five hours.

402. CURRENT ECONOMIC PROBLEMS.

A study of the major economic problems confronting the American people today. Problems considered include foreign trade, agriculture, unemployment, business fluctuations, and the relation of government to business. Credit, five hours.

406. INDUSTRIAL RELATIONS.

An analysis of the major problems and grievances of employers, employees and consumers arising from our competitive economic system, and a consideration of efforts to solve these problems. Credit, five hours.

428. POLITICAL SCIENCE. Government and Business.

(See course description on page 172.)

437. MONEY AND BANKING.

A study of the nature of money and of the development of banking in the United States. Consideration of the functions of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and foreign exchange. Credit, five hours.

GEOGRAPHY**300. PRINCIPLES OF GEOGRAPHY.**

A study of the physical environment of man with a view to developing an understanding of physical and social factors in geographic relationships. Included is a survey of the eastern and the western hemispheres with emphasis upon man's response to a varying geographic environment. Credit, five hours.

401. ECONOMIC GEOGRAPHY.

A study of the relations of physical and economic conditions to production, transportation and trade in the important agricultural, forest, mineral, and industrial products of the world. Credit, five hours.

HISTORY**210. HISTORY OF WESTERN CIVILIZATION, I.**

A survey of the development of western society from its beginning in the ancient period to 1500. Credit, five hours.

211. HISTORY OF WESTERN CIVILIZATION, II.

A continuation of History 210, carrying the study to the modern period. Credit, five hours.

301. MODERN EUROPE, I.

A study of modern European history with special emphasis on the period, 1789-1870. Offered in 1966-67 and in alternate years. Credit, five hours.

302. MODERN EUROPE, II.

A continuation of History 301, carrying the study to the contemporary period. Offered in 1966-67 and in alternate years. Credit, five hours.

307. THE UNITED STATES, I.

A survey of the history of the United States from the discovery of America to the rise of the Whig Party, 1492-1840. Credit, five hours.

308. THE UNITED STATES, II.

A continuation of 307, carrying the study into the twentieth century. Credit, five hours.

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. Offered in 1965-66 and in alternate years. Credit, five hours.

316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1965-66 and in alternate years. Credit, five hours.

400-500. CLASSICAL CIVILIZATION.

A survey of ancient civilization with emphasis on the classical period and the processes of transmission of classical culture to later periods. This course is of special value to students interested in the humanities, art, and religion. Credit, five hours.

409. RECENT AMERICAN HISTORY.

A study of America as a world power in a highly organized industrial age, 1900 to the present. Offered in 1965-66 and in alternate years. Credit, five hours.

411. EUROPE SINCE 1900.

A study of contemporary problems and their background with emphasis on the social and political revolutions stemming from World War I. Credit, five hours.

422. HISTORY OF THE SOUTH.

An historical examination of some basic factors in Southern life such as agrarian economy and racial dualism. Credit, five hours.

423. LATIN AMERICA.

A study of the political, economic, and social development of the Latin-American republics with special emphasis on their relations with the United States. Credit, five hours.

432. STUDIES IN GEORGIA HISTORY.

A study of the economic, social and political developments in Georgia with emphasis on modern trends. Offered in 1966-67 and in alternate years. Credit, five hours.

450-550. ADVANCED STUDY.

Independent reading and reports arranged by the instructor according to the individual student's preparation and background. Open to advanced students with the approval of the chairman of the department and the dean of the college. Credit, five hours.

451. THE MIDDLE EAST AND WORLD POLITICS.

A short historical sketch of the Middle East under the Turkish empire with a concentration on twentieth century history and politics. Credit, five hours.

GRADUATE COURSES**515. RENAISSANCE AND REFORMATION.**

A study of the transition from late medieval to modern European civilization with emphasis upon the religious upheaval of the sixteenth century. Credit, five hours.

520. CIVIL WAR AND RECONSTRUCTION.

A study of the causes and conduct of the Civil War, with a survey of the political, social, and economic aspects of reconstruction. Credit, five hours.

525. THE TEACHING OF HISTORY AND RELATED STUDIES.

A course for social studies teachers dealing with the techniques and materials on the secondary-school level. Special emphasis is given to revision of viewpoints in history and to the various works of leading American historians. Credit, five hours.

(See also Social Science 500, 501 and 502 below.)

550-450. ADVANCED STUDY.

(See course description above.)

POLITICAL SCIENCE**101. AMERICAN NATIONAL GOVERNMENT.**

An introductory course with emphasis on contemporary political life, giving some attention to the government of Georgia. Credit, five hours.

326. STATE AND LOCAL GOVERNMENTS.

A study of state and local governments with emphasis on the government of Georgia. Credit, five hours.

420. AMERICAN POLITICAL THOUGHT.

An analysis of the ideas underlying government and politics in the United States. Credit, five hours.

421. COMPARATIVE GOVERNMENT.

A contrast between democratic and totalitarian types of government with brief historical introductions to both. The United States, Great Britain, and Russia are studied as types. Credit, five hours.

422. INTERNATIONAL RELATIONS.

An historical and analytical study of the techniques and principles of official dealings between the United States and foreign countries. Credit, five hours.

424. POLITICAL THEORY.

A survey of the more significant ideas in political theory from Plato to Hobbes. Particular attention is given to the influence of each writer upon the development of Western political institutions. Credit, five hours.

428. GOVERNMENT AND BUSINESS.

A study of the interaction between business organization and government. Special emphasis on the problems of regulation, control, and promotion of business enterprise. Credit, five hours.

450. INTERNATIONAL LAW.

A study of procedures practiced by sovereign states in settling disputes of a diplomatic or commercial nature, of organizations and agencies for implementing international agreements, and of contemporary international problems. Credit, five hours.

451. THE MIDDLE EAST AND WORLD POLITICS.

(For course description, see History 451.)

SOCIOLOGY

101. INTRODUCTION TO SOCIOLOGY.

An introductory course with emphasis on contemporary American society. Credit, five hours.

302. SOCIAL INSTITUTIONS.

An examination of the structure and operation of the basic social institutions with particular emphasis upon American society. Credit, five hours.

406. INDUSTRIAL RELATIONS.

(For course description, see Economics 406.)

412. INTRODUCTION TO MODERN PHILOSOPHY.

(For course description, see Philosophy 412.)

424. CRIMINOLOGY AND PENOLOGY.

A critical study of the causes of crime and juvenile delinquency; the analysis of criminal behavior and the processes leading to crime; a consideration of the theories of punishment, and a study of penal theory and penal institutions. Credit, five hours.

426. SOCIAL CHANGE.

A course dealing with the nature, types, and courses of social change as well as with technological, and cultural factors underlying social change. Credit, five hours.

428. THE FAMILY.

A cross-cultural study of the family as a social group, with attention to the disintegrating factors in the present family system. Credit, five hours.

442-542. METHODS OF RESEARCH IN SOCIAL RELATIONS.

An overview of the processes of research in social relations, with emphasis upon the application of the scientific method to social data. Current research studies will be examined and analyzed. Credit, five hours.

450. CONTEMPORARY SOCIOLOGICAL THEORIES.

An analysis and comparison of the major theoretical orientations in sociology. Emphasis is placed upon those theorists, American and European, whose works currently underlie the various studies in sociology. Credit, five hours.

452-552. CULTURAL ANTHROPOLOGY.

A study of patterns of behavior growing out of group life, stressing background, origins, spread, and interrelations of human societies. Credit, five hours.

460. INTRODUCTION TO SOCIAL WORK.

Designed for students who look toward social work as a possible career, this course includes the three main areas of professional social work: case work, group work, and community organization. Credit, five hours.

462-562. SOCIOLOGY OF THE COMMUNITY.

The study of the nature and organization of the modern community with particular reference to the structure, growth, and types of communities. Trends in rural and urban communities are analyzed. Credit, five hours.

472-572. SOCIAL PROBLEMS.

Pathological societal conditions are studied with emphasis on causes, consequence, and corrective social action. Credit, five hours each course.

THE INSTITUTE OF SOCIAL SCIENCE

Beginning in 1963 the Department of Social Studies has from time to time conducted a co-educational summer institute in social science, the purpose being to strengthen the student's understanding of basic materials and concepts in the various social studies disciplines and to integrate these around a central theme. Intelligent and objective judgments on problems of citizenship and democracy have been emphasized.

The program, which carries full graduate credit, runs concurrently with the summer session. The sessions are open to graduate students and to advanced undergraduates. The courses are entitled Social Science 500, Social Science 501, and Social Science 502, and are described below:

500. COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS.

An interpretation of some American ideas with a comparison to non-western ideas, including the economic aspects of capitalism, socialism and communism, in theory and in practice. Credit, five hours.

501. UNITED STATES FOREIGN POLICY IN THE TWENTIETH CENTURY.

Special emphasis will be given to American relations with the Soviet Union. At least half of the student's time will be devoted to a seminar session on communism and related topics. Credit, five hours.

502. AMERICAN INSTITUTIONS.

The interpretation of American institutions with emphasis on political ideas and with reference to their comparison with totalitarian ideas. Lectures, special readings, and an occasional seminar. Credit, five hours.

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1825	John B. Morgan
1826	John B. Morgan
1827	John B. Morgan
1828	John B. Morgan
1829	John B. Morgan
1830	John B. Morgan
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1893	John B. Morgan
1894	John B. Morgan
1895	John B. Morgan
1896	John B. Morgan
1897	John B. Morgan
1898	John B. Morgan
1899	John B. Morgan
1900	John B. Morgan



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The Woman's College of Georgia is fully accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of American Colleges, the American Council on Education, the National Association of Schools of Music, and the Georgia Association of Colleges. Degree graduates of the College are eligible for membership in the American Association of University Women.

The Woman's College of Georgia

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